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ABSTRACT

The College Admissions Practices Project examined the effects of rising admissions standards on postsecondary minority enrollment. A national survey of 158 institutions gathered data on changes since 1980 in the following areas: enrollment, faculty data, admissions practices, and racially motivated incidents on campus. In addition, questions were asked on recruitment and retention policies and whether there was a legislatively mandated policy in the institution's state which addressed issues concerning the postsecondary education of minority and educationally/economically disadvantaged students. Survey results are presented in three sections: changes in racial/ethnic distribution of students and faculty between 1980 and 1986, changes in admissions standards since 1980, and institution policies concerning access/retention for minority and educationally/economically disadvantaged students. The study found a relationship between rising admissions standards and the decline in minority enrollment, suggesting that the minority enrollment problems are continuing and in some cases worsening. Appendices contain lists of project personnel and institutions responding to the survey, an interim report to the project's National Advisory Committee, an interim report to the Ford Foundation, state-by-state reports, and two bibliographies containing a total of 53 references. (JDD)

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COLLEGE ADMISSIONS PRACTICES PROJECT

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COLLEGE ADMISSIONS PRACTICES PROJECT

FALL 1989

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

AND

THE FORD FOUNDATION

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EXECUTIVE SUMMARY

The project examined the effects of rising postsecondary admissions standards on minority student enrollment. Data were gathered from surveys which were mailed to 277 institutions nationwide, including all institutions classified by Carnegie as Research Granting I & II and Doctoral Granting Colleges and Universities I & II, and a sampling of Comprehensive Colleges and Universities.

Responses were received from 158 institutions. This was a response rate of 58 percent. Of the responding institutions, 117 were public and 41 were private. Of the 117 public institutions, 77 were part of a centralized system of higher education in 37 states.

There appears to be a relationship between rising admissions standards and the decline in minority enrollments. This suggests that the minority enrollment problems of the 1980's are continuing and in some cases worsening as the 1990's approach. It is too soon to determine whether or not the attention once again being devoted by states and other groups to the concern over minority underenrollment at colleges will result in a reversal of recent trends.

The following summary provides additional data that might be used for other studies on the effects of admissions standards on minority enrollment.

- Since 1980, 61.8 percent of all institutions reported higher standards for the pattern of high school course work they required for admission.
- Almost half reported increased standards since 1980 in their requirements for SAT or ACT scores and the high school grade point average.
- Less than 25 percent reported having retention programs designed specifically for minorities.
- Less than 33 percent have special recruiting or retention programs for minorities, the educationally disadvantaged, or the economically disadvantaged.
- 47.1 percent reported lower enrollments for blacks since 1980.
- 77.7 percent reported higher enrollment for Asian/Pacific Islander students since 1980.
- 66.2 percent reported higher enrollment for Hispanic students since 1980. However, this figure may be misleading. Hispanics have an extremely high drop-out rate at the high school level. Hispanics, which include for this report Chicanos, Cubans, Latinos, and Puerto Ricans, remain highly underrepresented in higher education in relation to their proportion of the population.
- 51 percent reported lower enrollment for whites since 1980. However, college participation rates for whites have increased in recent years in proportion to their population nationwide.

INTRODUCTION

In 1984, the Ford Foundation funded the College Admissions Practices Project under the auspices of the University of the State of New York's, State Education Department. The purpose of the project was to examine the effects of rising admissions standards on postsecondary minority enrollment.

Preliminary findings were presented at the 69th Annual Meeting of the American Council on Education in San Francisco in October 1986 as part of the Fifth Annual Status Report on Minorities in Higher Education. Five working or tentative conclusions were offered at that 1986 meeting. They were:

1. There was a national movement to raise admissions standards at the college and university level. This movement, which followed the publication of the report *A Nation at Risk*, was coupled to the education reform movement at all levels.

2. The most common method of raising admissions standards at the college and university level was to raise the number of high school courses required and to specify the type of course that college entrants provide as evidence of their preparedness to do college work. In many cases, the raising of high school course requirements for college entrance was closely related to raising the requirements for high school graduation.

3. The intention of institutions of higher education and state higher education authorities was to raise admissions standards in a way that did not affect access for minority or disadvantaged students.

4. Admissions standards can be raised in a way that does not limit access.

5. Researchers could not establish a cause-effect relationship between admissions standards and minority participation rates. Even so, it was important to examine the effects the higher admissions standards were having on minority communities, especially black and Hispanic communities.

In fall of 1987 a survey was designed on changing admissions standards and was sent to a sampling of institutions nationwide. The primary purpose of the survey was to ascertain whether there might be a relationship between the national trend toward higher admissions standards and lower minority enrollment. Institutions were asked to report on changes since 1980 in the following areas: enrollment, faculty data, admissions practices, and racially motivated incidents on campus. In addition, questions were asked on recruitment and retention policies and whether there was a legislatively mandated policy in the institution's state which addressed issues concerning the postsecondary education of minority and educationally and economically disadvantaged students. This final report describes the survey results and relates the results to the working conclusions presented in San Francisco in 1986.

Staff of the New York State Education Department who have participated in this study greatly appreciate the support of Alison Bernstein of the Ford Foundation and the support and work of the high-level group of educational leaders who served this project as National Advisory Committee members.

SURVEY RESULTS

The results of certain questions have been aggregated according to the following categories by which the responding institutions have identified themselves: (1) public institutions that are part of a statewide centralized higher education system; (2) public institutions that are not part of a statewide centralized higher education system; and (3) private institutions. Results have been divided into three sections. Each section relates to a specific issue and contains commentary as well the responses relevant to that issue.

The response rate according to institution size is shown in Table One. These rates of response correlate well with the percent of such institutions in the universe of American colleges and universities.

TABLE ONE

HEADCOUNT ENROLLMENT	Under 5,000	5,000-9,999	10,000-14,999	15,000 & higher	Total
Public Institutions (Centralized)	3.2%	10.8%	12.1%	22.2%	48.3%
Public Institutions (Non-Centralized)	0.6%	3.8%	4.5%	16.6%	25.5%
Private Institutions	8.9%	10.8%	5.1%	1.4%	26.2%
TOTAL	12.7%	25.4%	21.7%	40.2%	100.0%

Section One

CHANGES IN RACIAL/ETHNIC DISTRIBUTION OF STUDENTS AND FACULTY BETWEEN 1980 AND 1986

Section One provides an overview of the racial/-ethnic distribution of students and faculty between 1980 and 1986.

Shirley Vining Brown's findings in *Increasing Minority Faculty: An Elusive Goal*, a 1988 research report of the Minority Graduate Education (MGE) Project which was jointly sponsored by the Graduate Record Examination Board and Educational Testing Service, offered a profile of the higher education faculty situation which was not encouraging. For example, she pointed out, "Despite the enactment of affirmative action in the 1960's, full-time black faculty positions decreased from 19,674 to 18,827 between 1977-1983 and the decline has been both in public (-6.2 percent) and private (-11.3 percent) four-year institutions." In addition, she said, "During the same time period, full-time Hispanic and Asian-American faculty have made progress, but at different rates. The former increased at the rate of 26 percent from 6,505 to 8,311; the latter, by 38 percent, from 11,917 to 16,398. Thus experiences have been variable in academe among minority faculty, with black professionals losing ground."[1] Since this report came out, the American Council on Education has reported a slight reverse in the downward trend in the numbers of blacks in faculty positions.

Tables Two through Five contain data on the changes in the racial/ethnic distribution of students and faculty. It is important to note that these figures do not take into account the proportion of the ethnic group in the population. In addition, most institutions provided whole numbers in response to requests for enrollment data, while a small number provided their enrollment data in percentages. Therefore, in order to use all of the data provided, the tables indicate the percentage of institutions which reported an increase or decrease (or remained the same) in either enrollment or faculty. Table Two provides data for all responding institutions. Tables Three, Four, and Five contain data for public institutions that are part of a statewide centralized higher education system, public institutions that **are not** part of a statewide centralized higher education system, and private institutions, respectively.

[1] Brown, Shirley Vining, *Increasing Minority Faculty: An Elusive Goal*, Minority Graduate Education Project, page v.

TABLE TWO

PUBLIC AND PRIVATE INSTITUTIONS

ENROLLMENT	INCREASE	DECREASE	SAME	NO RESPONSE
American Indian/Alaskan Native	48.4%	30.6%	9.6%	11.4%
Asian/Pacific Islander	77.7%	8.9%	3.2%	10.2%
Black (Not Hispanic)	40.8%	47.1%	2.5%	9.6%
Hispanic	66.2%	18.5%	5.1%	10.2%
White (Not Hispanic)	37.7%	51.6%	0.6%	10.1%
FACULTY				
American Indian/Alaskan Native	24.8%	19.7%	25.5%	30.0%
Asian/Pacific Islander	61.6%	5.7%	5.7%	27.0%
Black (Not Hispanic)	45.2%	21.0%	7.6%	26.2%
Hispanic	42.7%	17.8%	12.1%	27.4%
White (Not Hispanic)	45.2%	29.3%	1.3%	24.2%

N = 158 Institutions

TABLE THREE

PUBLIC INSTITUTIONS THAT ARE PART OF A CENTRALIZED SYSTEM

ENROLLMENT	INCREASE	DECREASE	SAME	NO RESPONSE
American Indian/Alaskan Native	53.9%	27.6%	7.9%	10.6%
Asian/Pacific Islander	78.9%	7.9%	3.9%	9.3%
Black (Not Hispanic)	42.1%	48.7%	0.0%	9.2%
Hispanic	72.4%	13.2%	5.3%	9.1%
White (Not Hispanic)	39.5%	50.0%	1.3%	9.2%
FACULTY				
American Indian/Alaskan Native	25.0%	19.7%	25.0%	30.3%
Asian/Pacific Islander	68.4%	3.9%	2.6%	25.1%
Black (Not Hispanic)	50.0%	22.4%	3.9%	23.7%
Hispanic	46.1%	17.1%	11.8%	25.0%
White (Not Hispanic)	46.1%	30.3%	1.3%	22.3%

N = 77 Institutions

TABLE FOUR

PUBLIC INSTITUTIONS THAT ARE NOT PART OF A CENTRALIZED SYSTEM

ENROLLMENT	INCREASE	DECREASE	SAME	NO RESPONSE
American Indian/Alaskan Native	36.6%	29.3%	17.1%	17.0%
Asian/Pacific Islander	75.6%	7.3%	2.4%	14.7%
Black (Not Hispanic)	36.6%	41.5%	7.3%	14.6%
Hispanic	58.5%	19.5%	7.3%	14.7%
White (Not Hispanic)	39.0%	46.3%	0.0%	14.7%
FACULTY				
American Indian/Alaskan Native	19.5%	4.9%	31.7%	43.9%
Asian/Pacific Islander	56.1%	7.3%	12.2%	24.4%
Black (Not Hispanic)	39.0%	14.6%	17.1%	29.3
Hispanic	39.0%	14.6%	22.0%	24.4%
White (Not Hispanic)	56.1%	19.5%	0.0%	24.4%

N = 40 Institutions

TABLE FIVE

PRIVATE INSTITUTIONS

ENROLLMENT	INCREASE	DECREASE	SAME	NO RESPONSE
American Indian/Alaskan Native	50.0%	37.5%	5.0%	7.5%
Asian/Pacific Islander	77.5%	12.5%	2.5%	7.5%
Black (Not Hispanic)	42.5%	50.0%	2.5%	5.0%
Hispanic	62.5%	27.5%	2.5%	7.5%
White (Not Hispanic) 7.5%	32.5%	60.0%		0.0%
FACULTY				
American Indian/Alaskan Native	30.0%	10.0%	20.0%	40.0%
Asian/Pacific Islander	52.5%	7.5%	5.0%	35.0%
Black (Not Hispanic)	42.5%	25.0%	5.0%	27.5%
Hispanic	40.0%	22.5%	2.5%	35.0%
White (Not Hispanic)	32.5%	37.5%	2.5%	27.5%

N = 41 Institutions

Section Two

CHANGES IN ADMISSIONS STANDARDS SINCE 1980

Tables Six through Eight reflect the changes in admissions standards since 1980. Once again, the survey results are consistent with the nationwide trend that began at the time of the report *A Nation At Risk*. More than half of all institutions reported raising the standards for the pattern of high school course work required for admission. The pattern of high school course work refers to the sequence and number of courses required to graduate. This pattern commonly affects the sequence of courses intended to increase a student's chance at succeeding in college. In addition, almost half of all institutions surveyed have raised the high school grade point average and standardized test scores needed for admission. Following Tables Seven, Eight, and Nine, there are comments provided by the institutions in regard to the changes in their admissions standards.

A number of institutions marked "Not Applicable" to the selections contained in this question. The assumption is that these institutions do not use that selection as a criterion for admission.

The surveys were sent out in 1988. Therefore, the comments provided by the institutions reflect their policy at that time.

TABLE SIX

SUMMARY PUBLIC AND PRIVATE INSTITUTIONS

	INCREASE	DECREASE	SAME	NOT APPLIC	NO RESPONSE
Pattern of HS Course Work	61.8%	0.6%	23.6%	7.0%	7.0%
HS Grade Point Average	49.7%	2.5%	33.1%	8.9%	5.8%
Standardized Test Scores	45.9%	1.3%	30.6%	19.1%	3.1%
Class Rank	37.6%	1.3%	33.8%	24.2%	3.1%
Predicted Performance	31.8%	1.3%	26.8%	34.2%	5.9%
Need for Financial Aid	22.3%	0.6%	15.9%	57.3%	3.9%
Letters of Recommendation	10.8%	0.0%	33.8%	52.2%	3.2%
Extracurricular Activities	7.0%	1.9%	33.8%	55.4%	1.9%

N = 157 institutions

TABLE SEVEN

PUBLIC CENTRALIZED INSTITUTIONS

	INCREASE	DECREASE	SAME	NOT APPLIC	NO RESPONSE
Pattern of HS Course Work	69.7%	0.0%	13.2%	9.2%	7.9%
HS Grade Point Average	42.1%	0.0%	26.3%	28.9%	2.7%
Standardized Test Scores	40.8%	2.6%	34.2%	14.5%	7.9%
Class Rank	27.6%	0.0%	35.5%	32.9%	4.0%
Predicted Performance	27.6%	0.0%	23.7%	43.4%	5.3%
Need for Financial Aid	18.4%	0.0%	17.1%	59.2%	5.3%
Letters of Recommendation	9.2%	0.0%	14.5%	73.7%	2.6%
Extracurricular Activities	6.6%	0.0%	19.7%	71.1%	2.6%

N = 76 Institutions

COMMENTS:

The University of Arizona - Admissions standards for resident students are currently under review.

Arizona State University - Reported higher standards for class rank with further changes currently under consideration. Higher standards were also required for the pattern of high school course work, the high school grade point average, and predicted performance. The reason given for the above changes: "Desire to increase chances for (student) success."

University of Arkansas, Fayetteville - "To increase chance of academic success, the former `open admission' policy was changed effective fall 1985." A brochure describing admissions standards included the following requirements for unconditional admission: (1) A cumulative grade point average on all high school course-work (grades 9-12) of at least 2.50 or (2) an ACT composite score of at least 18 or an SAT combined score of at least 780. In order to be admitted, high school students are required to have completed successfully the following subjects in grades 9-12 for the number of years indicated:

Subject	Years
English	4
Social Sciences	3
Natural Sciences	3

(must include at least two years to be chosen from the biological sciences, chemistry, and physics)

Mathematics	3

(must include at least one year of algebra and two additional years to be chosen from algebra, geometry, trigonometry, pre-calculus, and calculus)

Foreign Language

(Up to two years of a single foreign language may be used to substitute for course requirements other than English. However, a language may substitute for no more than one year in a subject area. Students entering the J. William Fulbright College of Arts and Sciences must have completed two years of the same foreign language in addition to other required subjects. Those language courses may not be substituted for other course requirements.)

The University also admits students on a conditional basis if they do not meet the above core requirements.

A task force is currently considering further changes in the pattern of high school course work required, performance on standardized tests, high school grade point average, and predicted performance.

University of California, Irvine - "(1) National Reform movement stressing academic excellence criterion for University admission, (2) Demand for UC education increasing beyond University's capacity to satisfy. Higher standards assist in reducing eligibility rate." Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), extracurricular activities in high school, high school grade point average, and predicted performance.

University of California, Los Angeles - "More courses are tied directly to better preparation. Formal university eligibility does not require higher grades and test performance but a surplus of applications has allowed for competitive selection, hence higher levels of performance." Higher standards for pattern of high school course work, performance on standardized tests, high school grade point average, and predicted performance.

San Francisco State University - A required pattern of high school courses was established in order to insure that students would be better prepared to begin college work.

Western Connecticut State University - "More candidates than spaces in entering class." Higher standards indicated for pattern of high school class work, performance on standardized tests, and high school grade point average.

Florida State University - "Due to large number of applications received, higher standards were set for acceptance. Also, the impact of higher average scores on standardized tests is felt." Higher standards indicated for pattern of high school course work, class rank, high school grade point average, predicted performance, and increased need for financial assistance.

University of Florida - "Increased applications with no increase in spaces in class. Board of Regents decided to increase minimum." Higher standards noted for pattern of high school course work, performance on standardized tests, high school grade point average, and predicted performance.

Georgia Institute of Technology - "Limited enrollment at undergraduate level...stronger applicant group each year." Higher standards for pattern of high school course work, performance on standardized tests, high school grade point average, and predicted performance.

University of Georgia - "Statewide mandate of coursework: 4 English, 3 Math, 3 Science, 3 Social Science, and 2 Foreign Language in force as of Fall 1988." Higher standards noted for pattern of high school course work.

University of Hawaii at Manoa - "To conform to the graduation requirements from high school in Hawaii." Higher standards noted for pattern of high school course work.

Eastern Illinois University - "Result of recent comprehensive study of undergraduate education." Higher standard noted for pattern of high school course work, and change is currently under consideration for the level of performance on standardized tests.

Illinois State University - "1. Raised performance variables to increase likelihood of success. 2. Changed Pattern of....Course Work to initiate compliance with course-specific requirements from the Board of Higher Education." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests, and predicted performance.

Northern Illinois University - "Although most standards have not changed, admission is restricted to fewer students through an enrollment management scheme of competition criteria. Many students are admissible and are not admitted because of space." Higher standards noted for class rank, pattern of high school course work, and high school grade point average.

Indiana University, Bloomington - "There have been no changes since 1980, but changes will be instituted beginning with the Fall 1991 applicant group." Changes currently under consideration are class rank, pattern of high school course work, and performance on standardized tests (SAT or ACT).

University of Northern Iowa - "Specific requirements in English and math announced in 1980 for implementation in 1984. 14 unit high school core requirement announced in 1986 and implemented in

1988." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

The University of Kansas - "Out-of-state admission requirements have been upgraded. The 1915 Open Admissions Law remains in effect for Kansas residents." Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), and high school grade point average.

Wichita State University - "By law, Kansas residents who graduate from an accredited Kansas high school must be admitted; non-Kansas residents admitted on GPA, class rank or ACT/SAT. Regents have under consideration a new policy based on GPA, ACT/SAT, or high school subject matter pattern." Changes currently under consideration are class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), letters of recommendation, extracurricular activities in high school, need for financial assistance, high school grade point average, and predicted performance.

University of Southern Maine - "Intensified university-wide marketing plan. `Booming' demographic trends in Portland, ME." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), letters of recommendation, extracurricular activities in high school, need for financial assistance, high school grade point average, and predicted performance.

University of Maryland, Baltimore County - Higher standards noted for pattern of high school course work and performance on standardized tests (SAT or ACT).

University of Maryland at College Park - "Significant increases in the number of applications, and planned reductions of the undergraduate population." Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

Towson State University - "Higher number of applications but physical plant was already at its limit, so we had to maintain enrollment levels." Higher standards noted for letters of recommendation.

University of Massachusetts at Amherst - "Since 1980 the number of applicants has nearly doubled for the same number of places available. Thus, the academic standards for admission have increased dramatically, reflected the increased competition for admissions." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), and high school grade point average.

Mankato State University - "With a higher percentage of high school graduates applying for entrance, the quality of applicants was declining." Higher standards noted for class rank and performance on standardized tests (SAT or ACT).

University of Mississippi - "High school unit requirements for admission increased dramatically in 1986. Three major reasons: (1) costs of remedial education were soaring; (2) philosophical position that a university might not be the appropriate place for remedial education; (3) desire to enroll better qualified students." Higher standards noted for pattern of high school course work.

University of Missouri, Columbia - "Added 14 specific units of high school course work in 1986." Higher standards noted for pattern of high school course work.

University of Missouri, Kansas City - "Part of periodic review of University policies for undergraduate admissions." Higher standards noted for pattern of high school course work. Changes currently under consideration are class rank and performance on standardized tests (SAT or ACT).

University of Missouri, Rolla - "The high school credits required were increased in order for the students to be better prepared for college level work. Currently considering increasing standards to bring them closer to the ability level required to succeed at UMR." Higher standards noted for pattern of high school course work and performance on standardized tests (SAT or ACT). Change currently under consideration is class rank.

University of Missouri, St. Louis - Higher standards noted for pattern of high school course work.

University of Montana - "Beginning in the fall of 1990, the admissions requirements for the University of Montana will be: instate/outstate = 2.5 GPA or 18

compact *or* upper half of graduation class, plus required college prep courses in high school, 4 yrs English, 3 yrs math (alg, geom, algII), 3 yrs social studies, 2 yrs lab sciences, 2 yrs additional college prep courses." Changes currently under consideration are for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), letters of recommendation, and high school grade point average.

University of Nebraska, Lincoln - "Need for change stemmed from a national attitude that we are `a nation at risk' and wanting to set standards of increasing the probability of success at the University." Higher standards noted for class rank, pattern of high school course work, and performance on standardized tests (SAT or ACT).

University of Nevada, Reno - "1) improve student quality; 2) retain the best Nevada students in Nevada—many go out-of-state; 3) improve failure rates of unprepared students by having them prepare at community college and then transfer in; 4) improve quality of secondary-school education; etc." Higher standards noted for pattern of high school course work. Changes currently under consideration are for class rank, performance on standardized tests (SAT or ACT), and high school grade point average.

University of New Hampshire - "More applicants, same number of spaces." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

SUNY at Buffalo - "Number of applicants and academic credentials provided have consistently increased since 1980. In light of changing NYS high school graduation requirements, SUNY-Buffalo is reviewing the pattern of course work used in admission decisions." Higher standards noted for class rank, performance on standardized tests (SAT or ACT), and high school grade point average. Change currently under consideration is for pattern of high school course work.

SUNY at Stony Brook - "Standardized Test Scores have been required since 1986. Letters of recommendation are now required." Higher standards noted for pattern of high school course work and letters of recommendation.

SUNY-College of Environmental Science & Forestry - "Except for 1988 the standardized test scores in NYS have continually declined—this has been reflected in the College's profile." Higher standards noted for need for financial assistance.

East Carolina University - "Number of applications have increased while room in freshman class has remained fairly constant. This has resulted in raising high school requirements." Higher standards noted for class rank, high school grade point average, and predicted performance.

University of North Carolina at Greensboro - Higher standards noted for pattern of high school course work.

Miami University - "More students of higher academic quality apply for the same number of spaces in the freshman class." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

The Ohio State University - Higher standards noted for class rank, pattern of high school course work, extracurricular activities in high school, need for financial assistance, high school grade point average, and predicted performance.

Oklahoma State University - "1) State Regents now require 11 curricular units (4 English, 3 Math, 2 Lab. Science, 2 History) for admission to any state supported institution. 2) State Regents are now considering raising admission standards for OSU and OU and other 4-year institutions." Higher standards noted for pattern of high school course work. Changes currently under consideration are for class rank, performance on standardized tests (SAT or ACT), and high school grade point average.

University of Oklahoma, Norman Campus - "To ensure that students are adequately prepared for the rigors of a comprehensive research university, the University of Oklahoma is currently reviewing its admission requirements. Higher standards have been recommended by a University Task Force and endorsed by the Faculty Senate. The OU Student Congress has recommended a similar admissions proposal. A recommendation from the University administration to raise admission standards was approved November 21, 1988 at a special meeting of

the OU Board of Regents. The State Regents for Higher Education will consider higher standards for the State's Comprehensive Universities (OU and Oklahoma State University) at its December meeting." Higher standards noted for pattern of high school course work and performance on standardized tests (SAT or ACT). Changes currently under consideration are class rank, performance on standardized tests (SAT or ACT), and high school grade point average.

Oregon State University - Higher standards noted for pattern of high school course work.

University of Oregon - "Control enrollment." Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), extracurricular activities in high school, high school grade point average, and predicted performance.

The University of Rhode Island - Higher standards noted for class rank, pattern of high school course work, and performance on standardized tests (SAT or ACT).

West Chester University - "Increased selectivity; holistic appraisal of student's ability and potential; support of institutional commitment to enhance student retention." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), letters of recommendation, and high school grade point average.

East Tennessee State University - "Neither pattern of high school course work nor standardized test scores considered in 1980. Both have been mandated by State Board of Regents since then. High school courses pattern results from high pressure sales approach of College Board Project EQuality." Higher standards noted for pattern of high school course work and performance on standardized tests (SAT or ACT).

Memphis State University - "College prep curriculum mandated by State Board of Regents in Fall 1989. Other changes initiated on campus." Higher standards noted for performance on standardized tests (SAT or ACT) and high school grade point average. Change currently under consideration is for pattern of high school course work.

Middle Tennessee State University - "More units of core curriculum content will be required for the fall of 1989. Fourteen specific units of high school credit will be required for admission in addition to the general requirement of graduation." Change currently under consideration for pattern of high school course work.

Tennessee Technological University - "Federal court mandate to increase enrollment of minority students." Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), need for financial assistance, and high school grade point average. Change currently under consideration is for pattern of high school course work.

The University of Texas at Arlington - Higher standards noted for pattern of high school course work.

The University of Texas at Austin - Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), letters of recommendation, high school grade point average, and predicted performance.

The University of Texas at Dallas - "The University of Texas at Dallas admits undergraduate students at the junior level or above. Therefore, college-level course work, grade point, etc., are criteria of admission."

The University of Texas at El Paso - "Requirements for graduation from Texas high schools have been raised. We are gradually beginning to see the results of this in more rigorous courses being taken and slightly higher test scores." Higher standards noted for pattern of high school course work and need for financial assistance.

Texas Tech University - "Upgrading of admissions standards." Higher standards noted for class rank, pattern of high school course work, and performance on standardized tests (SAT or ACT). Changes currently under consideration are for class rank, pattern of high school course work, and performance on standardized tests (SAT or ACT).

Old Dominion University - "In 1984 Va. high schools upgraded the requirements for graduation. Students are taking more units in high school, including foreign languages." Higher standards noted for pattern of high school course work, need for financial assistance, high school grade point average, and predicted performance.

West Virginia University - "1) Increased competition for space. 2) New scholarship program. 3) Better information about student potential for success." Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), letters of recommendation, extracurricular activities in high school, and high school grade point average. Change currently under consideration is for pattern of high school course work.

University of Wisconsin, Eau Claire - "The University has been `downsizing' for the past several years. Setting higher standards and recruiting better prepared students are part of the enrollment management tools." Higher standards noted for class rank, pattern of high school course work, and performance on standardized tests (SAT or ACT).

University of Wisconsin, Oshkosh - "We were an open admissions institution with decreasing retention. Therefore, our enrollment numbers were decreasing (12,000 head count to 10,000 head count in five years). Weak admissions standards attract weak academic students who have difficulties in college." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), need for financial assistance, high school grade point average, and predicted performance.

University of Wisconsin, Madison - "Class rank was raised to control enrollment. Course work changes were mandated by the Board of Regents to coincide with increased state high school graduation requirements." Higher standards noted for class rank and pattern of high school course work. Changes currently under consideration are for performance on standardized tests (SAT or ACT) and predicted performance.

University of Wisconsin, Milwaukee - "High school graduation standards have increased." Higher standards noted for pattern of high school course work and need for financial assistance.

TABLE EIGHT

PUBLIC INSTITUTIONS THAT ARE NOT PART OF A CENTRALIZED SYSTEM

	INCREASE	DECREASE	SAME	NOT APPLIC	NO RESPONSE
Pattern of HS Course Work	70.0%	0.0%	2.5%	15.0%	12.5%
HS Grade Point Average	62.5%	0.0%	27.5%	5.0%	5.0%
Standardized Test Scores	45.0%	2.6%	30.0%	17.5%	4.9%
Class Rank	42.5%	0.0%	27.5%	25.0%	5.0%
Predicted Performance	30.0%	0.0%	22.5%	37.5%	10.0%
Need for Financial Aid	12.5%	0.0%	7.5%	75.0%	5.0%
Letters of Recommendation	10.0%	0.0%	20.0%	62.5%	7.5%
Extracurricular Activities	7.5%	2.5%	17.5%	70.0%	2.5%

N = 40 Institutions

COMMENTS:

The University of Alabama - Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

Auburn University - "More stringent requirements for high school coursework become effective with the class admitted fall quarter 1990." Higher standards noted for pattern of high school course work and performance on standardized tests (SAT or ACT). Changes currently under consideration are for pattern of high school course work and performance on standardized tests (SAT or ACT).

Colorado State University - "New mandates established by Colorado Commission on Higher Education." Higher standards noted for class rank, performance on standardized tests (SAT or ACT), letters of recommendation, extracurricular activities in high school, and high school grade point average.

University of Illinois at Urbana-Champaign - "Admissions standards are higher because of an increase in very high ability students applying for admission." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), and predicted performance.

Southern Illinois University at Carbondale - "Standardized test score levels have changed or norms have increased. High school course pattern requirements have been implemented to evaluate the records of applicants better." Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), and predicted performance.

Ball State University - "Increase in applicant pool." Higher standards noted for class rank, performance on standardized tests (SAT or ACT), extracurricular activities in high school, high school grade point average, and predicted performance.

Iowa State University of Science & Technology - "Fewer exceptions are being made for applicants who do not meet the minimum requirements. High school course preparation requirements go into effect in the Fall of 1990." Higher standards noted for class rank and performance on standardized tests (SAT or ACT).

Change currently under consideration is for pattern of high school course work.

University of Kentucky - Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), need for financial assistance, high school grade point average, and predicted performance.

University of Louisville - Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), and predicted performance.

Eastern Michigan University - "Increased applicants for limited spaces." Higher standards noted for pattern of high school course work, high school grade point average, and predicted performance.

Michigan State University - "Increased demand for admission." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), and high school grade point average.

Western Michigan University - "The University's desire to improve quality of students and to make better decisions for student success by requiring better academic preparation." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), letters of recommendation, and high school grade point average.

University of Minnesota, Twin Cities Campus - "Our faculty reported that new students were not as well prepared as ten years ago. New high school preparation requirements have been set for 1991 but are already having an impact on student course selection." Higher standards noted for pattern of high school course work.

University of Southern Mississippi - "Board of Trustees adopted a required H.S. curriculum in 1985. The ACT score of 15 has been a requirement for years. The high school GPA is really a graduation GPA as required by the high schools. (USM requires high school graduation.)" Higher standards noted for pattern of high school course work.

University of Nebraska at Omaha - "The admissions requirements were raised to better prepare freshmen for college-level work." Higher standards noted for class rank, pattern of high school course work, and high school grade point average.

University of Cincinnati - "Articulation requirements introduced as the result of state-wide policy of the Ohio Board of Regents." Higher standards noted for pattern of high school course work.

Ohio University - "We have gone to a selective admissions program and no longer have `open' admissions and retention of black students from freshmen to senior year has gone from 50% to 74% in last 4 years." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), letters of recommendation, extracurricular activities in high school, need for financial assistance, high school grade point average, and predicted performance.

Wright State University - "University is open admissions' for Ohio residents at freshman level."

Youngstown State University - "Concern about the under-prepared high school graduate. Statewide effort to define pre-college units." Higher standards noted for pattern of high school course work.

Central State University - Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), and high school grade point average. Changes currently under consideration are for class rank, performance on standardized tests (SAT or ACT), and high school grade point average.

University of Pittsburgh - "Increased demand by students for limited space has increased the competition and quality of applicants." Higher standards noted for need for financial assistance and high school grade point average. Changes currently under consideration are for class rank and performance on standardized tests (SAT or ACT).

Clemson University - Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

South Dakota State University - "We have changed from using H.S.R. or ACT to a pattern of course work for admission plus 2.00 GPA in course work. H.S.R. and ACT are used for provisional admission." Higher

standards noted for pattern of high school course work.

Lamar University - "University moved from open admissions to more selective admissions based upon SAT/ACT scores, class rank and high school college preparatory course work. Educationally disadvantaged allowed provisional admission." Higher standards noted for pattern of high school course work and performance on standardized tests (SAT or ACT).

University of North Texas - "Trying to raise the quality of students." Higher standards noted for, and change currently under consideration is for performance on standardized tests (SAT or ACT).

University of Utah - Higher standards noted for pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

George Mason University - "Increased interest in the University has required the Admissions Office to change from rolling admissions to competitive admissions. There are many more qualified applicants than there are spaces to offer students; therefore, students' academic profile continually increases." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), need for financial assistance, high school grade point average, and predicted performance.

Virginia Polytechnic Institute and State University - "The number of applicants is increasing." Higher standards noted for class rank, pattern of high school course work, and performance on standardized tests (SAT or ACT).

Virginia Commonwealth University - "Increase in applications is forcing VCU to increase standards. For pattern of coursework, changes will better reflect new state graduation requirements." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), and high school grade point average. Changes currently under consideration are for pattern of high school course work, performance on standardized tests (SAT or ACT), and high school grade point average.

University of Virginia - "Interest in attending UVA has grown steadily since 1980 as evidenced by increase in applications each year (11,235 in 1980, 17,050 in 1988). Hence, competition is stiffer, as number of openings remains the same." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), extracurricular activities in high school, high school grade point average, and predicted performance.

Washington State University - "The state of Washington Higher Education Coordinating Board has mandated some of the changes in our admissions standards (in predicted performance). Our faculty set a new, more rigorous pattern of high school course work, which the HECB has now endorsed for all four-year public universities in WA."

University of Wyoming - Increase in need for financial assistance.

TABLE NINE

PRIVATE INSTITUTIONS

	INCREASE	DECREASE	SAME	NOT APPLIC	NO RESPONSE
Pattern of HS Course Work	53.7%	4.9%	36.6%	2.4%	2.4%
HS Grade Point Average	53.7%	4.9%	39.0%	2.4%	0.0%
Standardized Tests Scores	51.2%	4.9%	36.6%	7.3%	0.0%
Class Rank	41.5%	4.9%	36.6%	14.6%	2.4%
Predicted Performance	39.0%	2.4%	22.0%	36.6%	0.0%
Need for Financial Aid	39.0%	2.4%	51.2%	2.4%	5.0%
Letters of Recommendation	19.5%	0.0%	73.2%	7.3%	0.0%
Extracurricular Activities	2.4%	4.9%	85.4%	7.3%	0.0%

N = 41 Institutions

COMMENTS:

Tuskegee University - "Declining level of high school preparation." Higher standards noted for need for financial assistance.

University of San Francisco - Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

Santa Clara University - Increase in need for financial assistance.

University of Denver - Higher standards noted for class rank, pattern of high school course work, high school grade point average, and predicted performance.

University of Northern Colorado - "The state legislature authorized the Colorado Commission on Higher Education to establish admissions standards for all baccalaureate and graduate institutions. These statewide standards were implemented beginning with the fall term, 1986." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), and high school grade point average.

George Washington University - "With a larger applicant pool, we have become somewhat more selective in the admissions process." Higher standards noted for class rank, performance on standardized tests (SAT or ACT), need for financial assistance, high school grade point average, and predicted performance.

Howard University - "In some schools and colleges, the number of applicants has increased, so they become more selective. With the decrease in the availability of federal funds for financial aid, more and more students are needy. Howard also has to offer financial assistance to attract talented students." Higher standards noted for performance on standardized tests (SAT or ACT), need for financial assistance, high school grade point average, and predicted performance.

Florida Institute of Technology - Higher standards noted for class rank, performance on standardized tests (SAT or ACT), need for financial assistance, and high school grade point average.

Stetson University - Higher standards noted for extracurricular activities in high school and high school grade point average. Changes currently under

consideration are pattern of high school course work and predicted performance.

University of Notre Dame - "Since 1980, we have had an increase in applications, but no increase in enrollment. Thus, we must use higher standards to limit the freshman class to the appropriate size." Higher standards noted for class rank, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

Drake University - "In an effort to improve our retention rate we are seeking students with stronger academic credentials. We found that those who were admitted with marginal records often had difficult performing at satisfactory level." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), letters of recommendation, need for financial assistance, high school grade point average, and predicted performance. Changes currently under consideration are class rank and performance on standardized tests (SAT or ACT).

St. Joseph's College, Maine - Higher standards noted for class rank, performance on standardized tests (SAT or ACT), extracurricular activities in high school, need for financial assistance, high school grade point average, and predicted performance.

Brandeis University - "We are becoming more interested in the quality of program students are taking, especially as seniors. Increased concern over the validity of objective testing." Higher standards noted for extracurricular activities in high school. Changes currently under consideration are pattern of high school course work and performance on standardized tests (SAT or ACT).

Harvard and Radcliffe Colleges - Higher standards noted for pattern of high school course work and extracurricular activities in high school.

Lesley College - Higher number of requests for financial assistance.

Fordham University - "The actual performance in high school, including levels of coursework as well as grades, continues to be the most important factor in our admissions decision. Emphasis on standardized tests is secondary but still of critical importance."

Hofstra University - "Due to an increase in applications, the admissions process has become more selective." Higher standards noted for class rank, performance on standardized tests (SAT or ACT), need for financial assistance, and high school grade point average.

Rensselaer Polytechnic Institute - "Decline reflects fewer applications filed and the quality of those applicants."

Rochester Institute of Technology - "Increased demand to study in the programs here has also increased standards for admission. Also, the high technology programs require higher levels of mathematics to be successful." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), need for financial assistance, and high school grade point average.

Syracuse University - Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

Yeshiva University - "Need for presently prescribed distribution of course work is being reviewed." Higher standards noted for performance on standardized tests (SAT or ACT). Change currently under consideration is for pattern of high school course work.

Wake Forest University - "Our increasing applicant pool has permitted us to become more selective each year." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), extracurricular activities in high school, need for financial assistance, high school grade point average, and predicted performance.

University of Dayton - "Applications continually increased in number and increased selectivity opportunities." Higher standards noted for class rank, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance. Changes currently under consideration are for class rank, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

University of Tulsa - "The University made a decision to get more selective in admissions and smaller in enrollment, with fewer part-time students. We have achieved all three goals." Higher standards noted for

class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), need for financial assistance, high school grade point average, and predicted performance.

Carnegie Mellon University - "The `standards' have not changed. The quality of the applicants in meeting these standards has improved each year."

Duquesne University - "Better refining of prediction." Higher standards noted for class rank and performance on standardized tests (SAT or ACT).

Hahnemann University - "Implementation of Act 101 program which allows for SATs 600-799." Higher number of requests for financial assistance.

Lehigh University - "Our admission practices are becoming more clinical in looking for quality of course work and activities as opposed to considering only quantitative factors." Higher standards noted for pattern of high school course work, extracurricular activities in high school, and need for financial assistance.

University of Scranton - "The University's applicant pool has grown from 2,357 in 1980 to 4,539 in 1988 (up 93%). As a result, qualitative indices in the admissions process have become more selective (v.g., 87% of the freshman class ranked in the top two/fifths of their high school class - up 7% from 1980). Average SAT scores increased from 988 in 1980 to 1074 in 1988." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), need for financial assistance, high school grade point average, and predicted performance.

Providence College - Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), extracurricular activities in high school, high school grade point average, and predicted performance.

Vanderbilt University - "Stronger institutional visibility and increased marketing and recruiting have resulted in more applications, greater selectivity for same size freshman class: competition for admission more difficult than in 1980." Higher standards noted for class rank, performance on standardized tests (SAT or ACT), need for financial assistance, high school grade point average, and predicted performance.

Texas Christian University - "Admissions standards have gradually been raised due to the necessity to maintain total enrollment at under 7,000 students. Each of the above factors is assessed to determine the best match of student to TCU." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), extracurricular activities in high school, high school grade point average, and predicted performance.

Trinity University - "Since 1980, Trinity has sought to attract a more national, highly qualified student body. We remain committed to enrolling and graduating at least 15% minority students." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

University of Richmond - "As the University of Richmond has increased in popularity and national prestige, our admission requirements have increased as has our applicant pool." Higher standards noted for class rank, pattern of high school course work, performance on standardized tests (SAT or ACT), high school grade point average, and predicted performance.

Marquette University - "There have been no changes."

Section Three

INSTITUTION POLICIES CONCERNING ACCESS/RETENTION FOR MINORITY AND EDUCATIONALLY AND ECONOMICALLY DISADVANTAGED STUDENTS

Over half of all the public institutions and nearly one-third of the private institutions have special recruiting efforts aimed specifically at minorities. Programs aimed at minorities outnumber programs aimed at educationally or economically disadvantaged students. Tables Ten through Twelve show that institutional policies concerning access and retention do not exist on campuses at the same levels as they did in years past.

The majority of responses were to the category of minorities only. Otherwise institutions checked all three categories. The tables therefore are arranged according to institutional category and the following: (1) minority and/or (2) minority and educationally and economically disadvantaged students.

Twenty-nine percent of all institutions reported racially motivated incidents on their campuses in the last five years. This figure is in accordance with the rising number of incidents on campuses against such diverse groups such as gay men, lesbians, and Jews.

In response to the question, "Is there legislatively mandated policy in your state which addresses issues concerning the postsecondary education of minority, educationally and economically disadvantaged students?", only 38 percent of the respondents answered yes.

TABLE TEN

PUBLIC INSTITUTIONS THAT ARE PART OF A CENTRALIZED SYSTEM

MINORITIES:	
Special recruiting efforts	55.3%
Special retention programs	23.7%
Exception/variation in admission policies	22.4%
Cooperative arrangements with other institutions	18.4%
Set aside a certain number of spaces for entering class	7.9%
Remedial programs	2.6%
MINORITIES & EDUCATIONALLY & ECONOMICALLY DISADVANTAGED STUDENTS:	
Special recruiting efforts	32.9%
Special retention programs	35.5%
Exception/variation in admission policies	27.6%
Cooperative arrangements with other institutions	22.4%
Set aside a certain number of spaces for entering class	11.8%
Remedial programs	36.8%

TABLE ELEVEN

PUBLIC INSTITUTIONS THAT ARE NOT PART OF A CENTRALIZED SYSTEM

MINORITIES:	
Special recruiting efforts	57.5%
Special retention programs	22.5%
Exception/variation in admission policies	15.0%
Cooperative arrangements with other institutions	15.0%
Set aside a certain number of spaces for entering class	5.0%
Remedial programs	2.5%
MINORITIES & EDUCATIONALLY & ECONOMICALLY DISADVANTAGED STUDENTS:	
Special recruiting efforts	22.5%
Special retention programs	37.5%
Exception/variation in admission policies	17.5%
Cooperative arrangements with other institutions	22.5%
Set aside a certain number of spaces for entering class	30.0%
Remedial programs	5.0%

TABLE TWELVE

PRIVATE INSTITUTIONS

MINORITIES:	
Special recruiting efforts	31.3%
Special retention programs	20.8%
Exception/variation in admission policies	16.7%
Cooperative arrangements with other institutions	14.6%
Set aside a certain number of spaces for entering class	2.1%
Remedial programs	0.0%
MINORITIES & EDUCATIONALLY & ECONOMICALLY DISADVANTAGED STUDENTS:	
Special recruiting efforts	31.3%
Special retention programs	2.1%
Exception/variation in admission policies	18.8%
Cooperative arrangements with other institutions	22.9%
Set aside a certain number of spaces for entering class	27.1%
Remedial programs	2.1%

CONCLUSION

The results of the College Admissions Practices Project provides data that suggest a relationship may exist between higher admissions standards and lower minority enrollment. Admissions standards are higher and enrollments for blacks and Hispanics have decreased over the last five years. A large percentage of institutions responding to this survey lack policies for recruitment and retention. Incidents involving racist behavior are increasing at campuses all across the country. These results appear to confirm the findings of other studies which suggest our educational system is finding it difficult to sustain its efforts at overcoming racial inequities. Examples of some of these other studies include:

- *One Third of a Nation*, by the National Commission on Minority Participation in Education and American Life. The commission was established in the fall of 1987 by the Boards of Directors of the American Council on Education and the Education Commission of States. Their report concluded that, "America is moving backward, not forward, in its efforts to achieve the full participation of minority citizens in the life and prosperity of the nation."[2]
- *The Metropolitan Opportunity Project*, by Dr. Gary Orfield of the University of Chicago, studied minorities in five of the largest metropolitan areas in the United States. Specific attention was on "changes in education, college graduation, job training and employment for city and suburban blacks, Hispanics and majority students from 1975 to 1985."[3] According to Dr. Orfield, "We have found a very dangerous closing of access to colleges for blacks and Hispanics, and no evidence that civil rights laws are being enforced."[4]
- *The National Assessment of Educational Progress* conducted a study entitled; *The Computer Competence: The First National Assessment* and found that "...in terms of overall computer competence, white students were shown to have a clear advantage over black and Hispanic students across grades."[5] The lack of minority students entering careers in technological fields has been a major concern for some time. One reason for this is that minorities most often do not have equal opportunities to become computer literate.
- *The American Council on Education's Seventh Annual Status Report, Minorities in Higher Education* points out that although high school completion rates for black and Hispanic 18 to 24-year-olds are increasing, a lower percentage of these students enroll in college.
- *Demographics, Standards, and Equity: Challenges in College Admissions: Report of a Survey of Undergraduate Admissions Policies, Practices, and Procedures* states that "Between 1979 and 1985 the number of 18-year olds decreased by more than half a million, and the number of high school graduates decreased by almost half as much."[6] Reasons often cited for the above are included in The American Council On Education's series of status reports on minorities in higher education. These reasons include: rising college costs, reduction in financial aid, the inadequate preparation for postsecondary education that most minorities receive, the inability of minority families to meet college expenses, and rising admissions standards.
- *The Quality Education for Minorities Project*, which is headquartered at the Massachusetts Institute of

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2 "ACE Reports *One Third of a Nation Signals Problems*," Charles S. Farrell, *Black Issues in Higher Education*, June 1, 1988, Volume 5, No. 6, page 1

3 "Research Finds Blacks, Hispanics Falling Further Behind,"*Black Issues in Higher Education*, July 1, 1988, Volume 5, No. 8, page 1

4 *Ibid.*, page 8

5 "National Study Finds Blacks, Hispanics Behind Whites in Computer Competence - Lack of Experience and Home Assess Noted,"*Black Issues in Higher Education*, June 1, 1988, Volume 5, No. 6, page 1

6 Reported by Hunter M. Breland, Gita Wilder, and Nancy J. Roberston. Sponsored by the American Association of Collegiate Registrars and Admissions Officers; The American College Testing Program; The College Board; Educational Testing Service; and the National Association of College Admissions Counselors. Report published in 1986.

Technology, is developing an Action Plan to improve the education of minorities on all education levels.

- *The New York Regents 1988 Statewide Plan For The Development of Postsecondary Education in New York State (Volume II)* reports that black and Hispanic students drop out of college in New York State at higher rates than their white counterparts. The New York State Education Department estimates that approximately 50 percent of white students who entered four-year programs between 1978 and 1981 received their undergraduate degrees by the Spring of 1985. However, a much lower proportion of black and Hispanic students, 30 percent, are estimated to have completed baccalaureate programs during the same period. Minorities also drop out of two-year programs at higher rates than white students. Institutions identified three major obstacles for the above: lack of institutional funds for special intervention programs, minority students' job and family responsibilities, and the inability to afford college study. These obstacles are directly related to frequent reasons that minority students gave for dropping out, according to the institutions: academic problems, family concerns, and finances.

Another area of special concern is the high attrition rate of minorities throughout the education pipeline. Solutions are needed at all levels from grade school through college. *Improving Minority Retention in Higher Education: A Search For Effective Institutional Practices*, a recent study by two Educational Testing Service researchers, Beatriz C. Clewell and Myra A. Fickler, identified a number of characteristics common to successful retention programs at predominantly white institutions. They include:

- A stated policy on enrollments
- A high level of institutional commitment
- Comprehensive services
- Dedicated staff
- Systematic data collection, monitoring, and follow-up
- Strong faculty support
- Non-stigmatization of participants

The above characteristics need to be examined and adapted by those involved in education who recognize the seriousness of the problems discussed in this report.

Even though the alarm bells have been sounded concerning the status of both minority students and faculty in this country, the goal of achieving educational parity for minorities has yet to become a nationwide priority. This report offers further evidence that minorities are not able to use the educational system of this country to develop and reach their potential in the same manner that non-minorities do. The reasons for this, of course, are complex. However, the consequences of failing to provide lasting solutions will have an effect that reaches far beyond the educational system of this country.

Appendix A

COLLEGE ADMISSIONS PRACTICES PROJECT PERSONNEL

National Advisory Committee Members

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Appendix B

FINAL REPORT

College Admissions Practices Project - Institutions responding to survey:

ALABAMA STATE UNIVERSITY
THE UNIVERSITY OF ALABAMA
AUBURN UNIVERSITY
TUSKEGEE INSTITUTE
UNIVERSITY OF ALASKA - ANCHORAGE
ARIZONA STATE UNIVERSITY
UNIVERSITY OF ARIZONA
UNIVERSITY OF ARKANSAS - LITTLE ROCK
UNIVERSITY OF ARKANSAS
UNIVERSITY OF CALIFORNIA - DAVIS
UNIVERSITY OF CALIFORNIA - IRVINE
UNIVERSITY OF CALIFORNIA - LOS ANGELES
UNIVERSITY OF CALIFORNIA - SAN DIEGO
UNIVERSITY OF CALIFORNIA - SAN FRANCISCO
SAN FRANCISCO STATE UNIVERSITY
UNIVERSITY OF SAN FRANCISCO
UNIVERSITY OF SANTA CLARA
STANFORD UNIVERSITY
UNIVERSITY OF COLORADO - DENVER
COLORADO SCHOOL OF MINES
COLORADO STATE UNIVERSITY
UNIVERSITY OF DENVER
UNIVERSITY OF NORTHERN COLORADO
WESTERN CONNECTICUT STATE UNIVERSITY
GEORGE WASHINGTON UNIVERSITY
GEORGETOWN UNIVERSITY
HOWARD UNIVERSITY
FLORIDA ATLANTIC UNIVERSITY
FLORIDA INSTITUTE OF TECHNOLOGY
FLORIDA INTERNATIONAL UNIVERSITY
FLORIDA STATE UNIVERSITY
UNIVERSITY OF FLORIDA
STETSON UNIVERSITY
GEORGIA INSTITUTE OF TECHNOLOGY
UNIVERSITY OF GEORGIA
UNIVERSITY OF HAWAII AT MANOA
EASTERN ILLINOIS UNIVERSITY
UNIVERSITY OF ILLINOIS
SOUTHERN ILLINOIS UNIVERSITY - CARBONDALE
BALL STATE UNIVERSITY
INDIANA UNIVERSITY - BLOOMINGTON
UNIVERSITY OF NOTRE DAME
DRAKE UNIVERSITY
IOWA STATE UNIVERSITY
UNIVERSITY OF NORTHERN IOWA
UNIVERSITY OF KANSAS
WICHITA STATE UNIVERSITY
UNIVERSITY OF KENTUCKY
UNIVERSITY OF LOUISVILLE
ST. JOSEPH'S COLLEGE - MAINE
UNIVERSITY OF SOUTHERN MAINE
UNIVERSITY OF MARYLAND - BALTIMORE
UNIVERSITY OF MARYLAND - COLLEGE PARK
TOWSON STATE UNIVERSITY
BOSTON COLLEGE
BRANDEIS UNIVERSITY
HARVARD AND RADCLIFFE COLLEGES
LESLEY COLLEGE
UNIVERSITY OF LOWELL
UNIVERSITY OF MASSACHUSETTS - AMHERST
EASTERN MICHIGAN UNIVERSITY
MICHIGAN STATE UNIVERSITY
WAYNE STATE UNIVERSITY
WESTERN MICHIGAN UNIVERSITY
MANKATO STATE UNIVERSITY
UNIVERSITY OF MINNESOTA
UNIVERSITY OF MISSISSIPPI
UNIVERSITY OF SOUTHERN MISSISSIPPI
CENTRAL MISSOURI STATE UNIVERSITY
UNIVERSITY OF MISSOURI - COLUMBIA
UNIVERSITY OF MISSOURI - KANSAS CITY
UNIVERSITY OF MISSOURI - ROLLA
UNIVERSITY OF MISSOURI - ST. LOUIS
ST. LOUIS UNIVERSITY
UNIVERSITY OF MONTANA
UNIVERSITY OF NEBRASKA - OMAHA
UNIVERSITY OF NEBRASKA
UNIVERSITY OF NEVADA - RENO
UNIVERSITY OF NEW HAMPSHIRE
UNIVERSITY OF NEW MEXICO
CLARKSON UNIVERSITY

CORNELL UNIVERSITY
CITY UNIVERSITY OF NEW YORK - HUNTER COLLEGE
CITY UNIVERSITY OF NEW YORK - QUEENS COLLEGE
FORDHAM UNIVERSITY
HOFSTRA UNIVERSITY
RENSSELAER POLYTECHNIC INSTITUTE
ROCHESTER INSTITUTE OF TECHNOLOGY
UNIVERSITY OF ROCHESTER
STATE UNIVERSITY OF NEW YORK - BUFFALO
STATE UNIVERSITY OF NEW YORK - STONYBROOK
STATE UNIVERSITY OF NEW YORK - COLLEGE OF ENVIRONMENTAL SCIENCES & FORESTRY
SYRACUSE UNIVERSITY
YESHIVA UNIVERSITY
EAST CAROLINA UNIVERSITY
UNIVERSITY OF NORTH CAROLINA - GREENSBORO
WAKE FOREST UNIVERSITY
NORTH DAKOTA STATE UNIVERSITY
UNIVERSITY OF CINCINNATI
CLEVELAND STATE UNIVERSITY
UNIVERSITY OF DAYTON
MIAMI UNIVERSITY OF OHIO
WRIGHT STATE UNIVERSITY
YOUNGSTOWN STATE UNIVERSITY
CENTRAL STATE UNIVERSITY
OKLAHOMA STATE UNIVERSITY
UNIVERSITY OF TULSA
OREGON STATE UNIVERSITY
UNIVERSITY OF OREGON
CARNEGIE-MELLON UNIVERSITY
DUQUESNE UNIVERSITY
HANEMANN UNIVERSITY
INDIANA UNIVERSITY OF PENNSYLVANIA
LEHIGH UNIVERSITY
UNIVERSITY OF PITTSBURGH
UNIVERSITY OF SCRANTON
WEST CHESTER UNIVERSITY OF PENNSYLVANIA
PROVIDENCE COLLEGE
UNIVERSITY OF RHODE ISLAND
CLEMSON UNIVERSITY
SOUTH DAKOTA STATE UNIVERSITY
EAST TENNESSEE STATE UNIVERSITY
MEMPHIS STATE UNIVERSITY
MIDDLE TENNESSEE STATE UNIVERSITY
TENNESSEE TECHNOLOGICAL UNIVERSITY
VANDERBILT UNIVERSITY
LAMAR UNIVERSITY
NORTH TEXAS STATE UNIVERSITY
UNIVERSITY OF TEXAS - ARLINGTON
UNIVERSITY OF TEXAS - AUSTIN
UNIVERSITY OF TEXAS - DALLAS
UNIVERSITY OF TEXAS - EL PASO
TEXAS CHRISTIAN UNIVERSITY
TEXAS WOMAN'S UNIVERSITY
TRINITY UNIVERSITY
UNIVERSITY OF UTAH
GEORGE MASON UNIVERSITY
OLD DOMINION UNIVERSITY
UNIVERSITY OF RICHMOND
VIRGINIA POLYTECHNIC INSTITUTE
VIRGINIA COMMONWEALTH UNIVERSITY
UNIVERSITY OF VIRGINIA
WASHINGTON STATE UNIVERSITY
WEST VIRGINIA UNIVERSITY
MARQUETTE UNIVERSITY
UNIVERSITY OF WISCONSIN - EAU CLAIRE
UNIVERSITY OF WISCONSIN - MADISON
UNIVERSITY OF WISCONSIN - MILWAUKEE
UNIVERSITY OF WISCONSIN - OSHKOSH
UNIVERSITY OF WYOMING

Appendix C

PRELIMINARY FINDINGS

A REPORT TO THE NATIONAL ADVISORY COMMITTEE OF THE COLLEGE ADMISSIONS PRACTICES PROJECT
INTERIM REPORT - OCTOBER 1986

I. INTRODUCTION

Statement of the Problem

The raising of college admissions standards is one among many measures proposed in the recent reform movement calling for excellence in education. States have assumed a leading role in the new proposals, often requiring that each public institution of higher education in the state abide by new standards. Although the movement towards higher admissions standards is not intended to limit access for minorities, it may place a damper on efforts to halt the erosion over the last decade in the rates of black and Hispanic high school graduates who go on to college. In light of a rapidly growing college-age pool of black and Hispanic 18 to 24-year-olds, especially in such regions as the Southwest and the Southeast, there is a concern that higher admissions standards may have a chilling effect on these youth, sending the message that they do not have the tools for becoming eligible to participate in higher education. It is unlikely that higher admissions standards in themselves have much to do with trends that suggest a diminishing minority presence on the college campus. However, combined with the decreasing availability of financial aid, changing family patterns such as a greater number of young single-parent families, and the underclass phenomenon culture, among other things, it is of little surprise that college participation rates among blacks and Hispanics continue to be well below those of whites. State efforts to ameliorate the effects of higher admissions standards will need to be sufficiently significant both to reverse the perception among black and Hispanic youth that access to higher education is becoming more difficult and to make sure they receive adequate secondary school preparation to meet these new standards.

II. THE CONTEXT OF CHANGES IN ADMISSIONS STANDARDS

The Movement Towards Excellence

In 1983, the U.S. Education Department through its National Commission of Excellence released a report on the condition of education in America. Shortly after the report, *A Nation at Risk*, was released to the public, more than 200 state commissions dealing with excellence were convened (NAESP, 1985). However, this did not mean that the states had not already taken initiatives toward reform on their own. Many local and state leaders have argued that the excellence movement began much before the federal government stepped in (NAESP, 1985).

Critics of the reform movement fear that resources and attention going to educational excellence detract from the unfinished agenda for educational equity (NAESP, 1985). Some view the goal of education reform today as excellence, and not necessarily fairness and equity (Doyle and Hartle, 1984). They suggest that "the new equity agenda" must include both excellence and equity and careful attention should be placed on monitoring closely the differential impact of higher standards and tougher requirements (Odden and Dougherty, 1984). Other critics of the reform movement try to remind the federal government that one of its main roles in education is "equity and civil rights," a role that is less likely to be taken by the states in any coordinated fashion.

An Increasing State Role in Education

According to Doyle and Hartle (1985), state actions following *A Nation at Risk* and other subsequent reports cannot all be considered responses to these reports. In some states, changes had already been under consideration for some time. In others, reforms would have taken place without the reports. But in many others, the reports did encourage action and placed the issue higher on the public agenda than otherwise would have happened.

Doyle and Hartle (1985) also point out several trends which have led the states to play a growing role in education and educational reform.

(1) State governments have increased the amount of money the states spend relative to local expenditures.

(2) Court-ordered school finance reform has led states to spend more money to equalize educational expenditures.

(3) State legislatures care more about education than at any time in their history, in part because they are spending more money and in part because they see its importance.

III. CHANGES IN ADMISSIONS STANDARDS

One component of the reform movement in the eighties has been a call to raise admissions standards at public four-year colleges and universities. Prior to this call, most admissions criteria were based on a minimal class rank, minimal test scores, or GPA requirement. The assumption behind the change in standards has been that "a quick, if not the most effective way of raising standards for college preparation, is to raise hurdles" (Brizius and Cooper, 1984).

As mentioned before, the states are taking a greater role in the excellence movement. For the 1984-85 academic year, 24 states reported having statewide minimum admissions standards in effect for their public colleges and universities. In 13 of these states, public institutions of higher education (IHE's) were not allowed to exceed state requirements. For the most part these are the states with open admissions policies. The other 11 states allowed individual IHE's to set admissions standards above the state minimum. In the remaining 23 states, authority to set admissions standards continued to rest with the governing boards of individual colleges and universities (Goertz and Johnson, 1985).

For those states setting minimum statewide admissions requirements, the practice has been to establish a minimum class rank or test score criteria (with the exception of the states which are considered to have open admissions policies). The new trend in state higher education agencies, however, has centered on establishing minimum high school course requirements for admissions eligibility to public IHE's (Brizius and Cooper, 1984). The most frequent reason cited for this new development is to ensure changes in high school curriculum (Doyle and Hartle, 1984), which in turn is assumed to have an impact on raising the level of preparedness of would-be college attendees. Influential reports by the National Commission on Excellence, the Carnegie Foundation, and the Task Force on Education for Economic Growth of the Education Commission of the States included a call to colleges and universities to upgrade their admissions requirements in order to raise the standards for high school graduation (Doyle and Hartle, 1984). As of the 1984-85 academic year, sixteen states have enacted, or proposed, more stringent statewide admissions policies. In each case, these statewide policies included imposing or strengthening a prescribed pattern of high school courses for entering freshmen which usually exceeded those required for high school graduation. The new high school course requirements had actually been put into effect in only five states, California, Florida, Massachusetts, New Jersey, and Wisconsin, as of the 1984-85 academic year, but 12 more states are expected to follow suit in the next five years. Four other states recommended a minimum high school curriculum for entering freshmen (Goertz and Johnson, 1985).

The response to these higher admissions standards by the minority community has been cool, to put it mildly. For example, in its report to the Texas Commissioner of Higher Education, the Committee on Black Student Retention in Higher Education in Texas (1985, p. 10) points out that a "greater emphasis on test scores, class rank, and required courses without emphasis on individual potential will inevitably limit Black representation in higher education."

Brizius and Cooper (1984, p. 5) appear to suggest that the final chapter on higher admissions standards is still not written, and they forecast that the new policies "will be further revised as 'effective' dates approach and as practical lessons are learned from implementation." One of these lessons may well be that more stringent college admissions practices only contribute to creating barriers for many college-going minority youth who seek access to higher education.

IV. THE NATIONAL DEMOGRAPHIC PICTURE

Population data from the National Center for Education Statistics (NCES, 1983) indicate that the 18-24-year-old U.S. population peaked in 1982 and since then has been and will be on the decline. However, this statement does not tell the whole story, especially as it relates to the population of 18-24-year-old whites, which was declining by .5 percent, as the population for 18-24-year-old blacks was increasing by 5.5 percent. Furthermore, in 1970 the same black age cohort comprised 11.9 percent of all youth in the U.S., but it rose

to 14 percent by 1982. Hispanic youth, on the other hand, were estimated to constitute 7.5 percent of all 18-24-year-olds in 1982 (U.S. Bureau of the Census, 1983). Hodgkinson (1983) projects that the percentage of blacks and Hispanics under 20 years of age will continue to increase. McNett (1983, p. 7) points out that "growth of the Hispanic segment of the population represents the most dramatic increase in any population."

While blacks tend to be concentrated in most states east of the Mississippi, with the heaviest concentration in the Southeast, Hispanics are concentrated west of the Mississippi, largely in the Southwest, but including New York, New Jersey, and Florida. McNett (1983, p. 4) concludes from these data that "the emerging demographics suggest that national policy in education must become more diverse and flexible to serve the needs of varied regions and groups."

V. MINORITY PARTICIPATION IN THE AMERICAN COLLEGE SCENE

Enrollment

According to Newman (1985, p. 89), "Over the last decade, from 1975 to 1984, the enrollment share of blacks and Hispanics in higher education barely changed at all." This is in sharp contrast with the previous decade, which saw dramatic increases in the number of blacks and Hispanic college enrollees largely as a result of the civil rights movement in the United States. For example, despite the rise in the share of all 18-24-year-olds who are black, enrollment figures for blacks have been down. The Hispanic share of college enrollees has grown slightly, but much less than the growth in the share of all Hispanic 18-24-year-olds. Proportionately, then, Hispanic involvement in higher education is less now than it was before (Newman, 1985). The peak year for black enrollment was 1978 with a 10.4 percent of enrollment. However, by 1982 this percentage had fallen to 9.8 (Maeroff, 1984).

High School Graduates Who Go on to College

According to McNett (1983, p. 4), "Serious erosion has occurred in the rates of black and Hispanic high school graduates who go on to college." This is despite increases in the absolute number of black and Hispanic high school graduates and college enrollees. The Hispanic rate fell from 35.4 percent to 29.9 percent from 1975 to 1980. For blacks, the figures were 32.0 to 27.8 percent. In 1983 it was down to 27.0 percent. For whites, the decline was barely perceptible as it fell from 32.4 percent to 32.0 percent (Newman, 1985).

Northeastern States

Several Northeastern states with significant numbers of blacks (i.e. Connecticut, Pennsylvania, New Jersey, and New York) have reported declines in the college-going rates for blacks which have exceeded those of the general population (Newman, 1985). A report by the New Jersey Department of Higher Education (1984) has advanced the hypothesis that this decline is a consequence of increased college costs combined with reduced grant aid.

College Applicants

In a study conducted by Valerie Lee (1985) on a national sample of high school seniors, she found that a significant proportion of black 1980 seniors (31 percent) applied to college but were not attending two years later. The overall figure for all 1980 seniors was 23 percent. This suggests slippage both at the college admissions level and in the first two undergraduate years.

VI. EFFORTS TOWARD AMELIORATION OF THE IMPACT OF HIGHER STANDARDS

Open Admissions Policies

Seven of the twenty-four states that set minimum admissions standards have open admissions policies in effect for all public colleges and universities (Goertz and Johnson, 1985, p. 4). Generally these states are low in population, are located in the Northwest, and do not allow their public IHE's to exceed such minimal requirements for admission as high school diploma, and even then they make exceptions for persons who did not have the opportunity to complete a regular high school program. The goal in these states is to encourage as many youths as possible to attend college and thus increase the level of preparation of the human resource pool from which the state can draw for jobs in its infrastructure.

Special Admissions

Ten states limit the number of students that a public college or university may admit under a special admissions program to a fixed percentage of the institution's freshman class (e.g., Massachusetts and New Jersey). Also, several states that recently enacted high

school coursework requirements have also developed exemption policies (e.g., Kentucky, Ohio, Mississippi, and New Jersey) (Goertz and Johnson, 1985, p. 4).

Efforts by Individual or Group of States

Ohio

The Board of Regents and State Board of Education offer a voluntary test on college preparedness in mathematics to high school juniors so students can work to eliminate deficiencies before college.

Tennessee

The College Board, the Tennessee Board of Regents, and the Tennessee Board of Education have initiated a major statewide school-college collaborative effort seeking to improve the academic preparation for college of all high school students in the State of Tennessee. The project is not only intended to improve the quality of education for all students, but also to promote greater access to education for all students, including minority students.

New Jersey

Members of the State Board of Higher Education have warned New Jersey colleges they face state sanctions unless they work to reverse a sharp decline in the number of black students. The higher education department reported that the number of blacks enrolled as undergraduates in the state dropped by more than nine percent in the last three years.

Maryland

The Committee on the Future of Maryland Community Colleges recommended that community colleges reaffirm their commitment to providing remedial education for students with "the basic ability to ultimately perform college-level work."

Florida, Georgia, Louisiana, and South Carolina

Legislation has been passed to require colleges and universities to report back to high schools on the college performance of the schools' graduates. The reporting process should help high schools improve weak academic programs.

Louisiana

Legislators have ordered the Board of Elementary and Secondary Education and the Board of Regents to create new programs for college-bound students with inadequate academic preparation. Starting in 1987, students needing such programs will be required to attend them, either during the summer or after regular hours.

Wisconsin

The state has promulgated plans to increase minority enrollment and retention.

Evaluation of Ameliorative Efforts

Despite state efforts to ameliorate the impact of higher admissions standards on minority participation rates, the question remains whether these efforts will be sufficiently significant to reverse the growing perception among black and Hispanic youth that access to higher education is becoming more difficult, and perhaps even elitist, and to make sure they receive adequate secondary school preparation to meet these new standards

VII.OTHER RELATED ISSUES

The Role of Socio-Economic Status

According to Lee (1985), the decision to attend college continues to be influenced by a student's socio-economic status. She found that slightly half of the students who never attended college were in her study's lowest SES quartile.

Institutional Involvement

Minorities are more likely to attend two-year public institutions than are their white counterparts (Newman, 1985).

Transfer

Blacks and Hispanics who enroll at urban community colleges are less likely than white students to transfer to four-year programs (Orfield et al., 1984).

Cultural Context

Family structure and cultural norms have a lot to do with who goes on to college to study what (Newman, 1985).

Appendix D

COLLEGE ADMISSIONS PRACTICES PROJECT INTERIM REPORT

APRIL 1988

INTRODUCTION

In 1981, the University of the State of New York received a Fund for the Improvement of Secondary Education (FIPSE) grant to sponsor an on-going project to focus national attention on current issues in post-secondary access for minorities and the disadvantaged. The College Admissions Practices Project was directed by Stephen Adolphus, Bureau Chief of the Bureau of Higher Education Opportunity Programs. A National Advisory Committee assisted in examining the issues. This grant expired in December, 1984.

In November, 1984 the University received a grant from the Ford Foundation in order to continue the above discussion and expand it to include the effect of changing admissions standards on minorities and the disadvantaged. Trends had shown that there was an increase in the proportion of minority enrollment in the mid 1970's. However, this trend had slowed and was even reversed by the late 1970's and early 1980's. The purpose of the grant, "Trends in Major American University Entrance Standards and Their Impact on Minority Participation," was to collect and analyze information from each of the fifty states on their increased admissions standards ever since 1980, especially in state university systems and "flagship" institutions, with respect to the impact of increased standards on access for minority and disadvantaged populations. The grant was originally funded for November 1, 1984 through October 31, 1985. The project was given a number of extensions, however. The last one expires December 1, 1988. A large body of information was gathered and reviewed. By September, 1986 project staff had (1) monitored the changes at the state and institutional levels; (2) reviewed literature and statistical data relevant to the problem, of which a great deal is available; (3) conducted a number of phone interviews with officials at the institutional level; and (4) investigated the possibility of a survey questionnaire to gather further information from each state.

A review of some of the extant literature and statistical data at that time seemed to point to the following tentative conclusions:

- Since 1980, raising college admissions standards has become a national trend.
- The states, rather than the federal government or the institutions by themselves, are taking a greater role in establishing and strengthening college admissions standards.
- In each state (16) where more stringent admissions standards have been enacted or proposed at the state level, the new entrance criteria include high school course requirements.
- Only about half a dozen states are currently using high school course requirements as entrance criteria to its public institutions of higher education; many more will be doing so in the next ten years.
- Since 1975, there has been an erosion in the rates of black and Hispanic high school graduates who go on to college.
- Although higher admissions standards may not be themselves the critical factor impeding black and Hispanic students from entering college, some observers believe that they do contribute to the problem, at least in terms of signals to the minority community.
- To ameliorate the impact of higher admissions standards on minority participation rates, institutions of higher education continue to make exceptions under special admissions policies to members of minority groups. In one state, measures were taken to ensure that at least 10 percent of all admissions were reserved for minority students. In other states, allocations have been made for remedial programs.
- The recent reform movement in education has emphasized excellence, but has had little to say

about how excellence can best be achieved with equity in the context of the dramatic demographic changes occurring in the states.

The project has recently received a final no-cost extension. At this time, plans are underway to distribute a survey to the "flagship" institutions. Results of that survey will be published at a later date. As of May 4, 1988, Stephen Adolphus will no longer be with the New York State Education Department. He is leaving to take the position of Vice President for Community Education and Dean of General Studies at Touro College in New York City. However, he will still be involved with this project to its completion.

The next section of this report elaborates on the findings of the College Admissions Practices Project. The final section presents the next steps to be taken with the survey. The report contains six appendices. Appendix A lists state specific information collected by Rolando Santiago for the project.[1] Appendix B is a copy of the preliminary findings of the report given to the National Advisory Committee (October 5, 1986).[2] Appendix C is a draft of the survey.[3] Appendix D is a chronology.[4] Appendix E is a budget outlining grant expenditures.[5] Appendix F contains the bibliographies related to the project.[6]

1 Appendix E in the Final Report
2 Not included in the Final Report
3 Not included in the Final Report
4 Not included in the Final Report
5 Not included in the Final Report
6 Appendices F and G in the Final Report.
* Appendices included in the Final Report may be lettered differently. See table of contents.

AN INTERIM REPORT ON THE FINDINGS OF THE COLLEGE ADMISSIONS PRACTICES PROJECT

APRIL 1988

A major effort was undertaken by project staff to collect pertinent information from each state regarding the effect of changing admissions standards on minorities and the disadvantaged. An extensive amount of material was reviewed and documented. In addition numerous contacts were made with experts in the field. In the late fall of 1987, a determination was made that a survey instrument would be sent to "flagship" institutions. The revival of the project has resulted in additional research. This section will update the findings presented in October 1986.

According to the American Council on Education's (ACE) Sixth Annual Status Report on Minorities in Higher Education, between 1976 and 1985 the percentage of black high school graduates entering college decreased from 33.5 to 26.1 percent and the percentage for Hispanics dropped from 35.8 to 26.9 percent. The report also states that these declines are "particularly alarming...since the number and proportion of minority high school graduates increased during the same period." The report concluded that, "the decline in black and Hispanic enrollments in college has reached `alarming proportions,' and the shrinking number of minority students planning to become teachers could make the problem much worse in the future." Previous ACE status reports cite the following factors for the above declines: (1) the rising cost of a college education; (2) higher college admissions standards; (3) reduction in financial aid; (4) the inability of minority families to meet college expenses; and (5) inadequate preparation for postsecondary education that most minorities receive.

Between 1976 and 1985 the average cost of tuition and fees in four-year public institutions increased 110 percent, according to figures compiled by the College Board. The median income for blacks increased 57 percent—from $9,242 in 1976 to $14,506 in 1983, the most recent year for which figures are available.

According to Reginald Wilson, Director of the Office of Minority Affairs at the American Council on Education, "less financial aid is going to low income families." In addition, a recent report by ACE shows that almost half of all black high school students "expect" to go to college. But most of them shy away from high school courses, such as math and science, that will help them score well on admissions tests, the report states. Researches have noted that as with blacks, many Hispanic families start out with educational and occupational aspirations that are as high as those of Anglo parents and students—or higher. For example, in California, the number of Hispanic students eligible for college is very low. An estimated 40 percent or more of Hispanic high school students do not graduate. By their senior year, only 30 percent of Hispanic high school students are enrolled in college preparatory courses. Lack of college preparation is often cited as a major factor influencing both minority access and retention.

One way that California is addressing this issue is to work to improve counseling at the junior and high school levels. In the article "How a Few `Lucky' Hispanics in California Have Been Steered Toward Colleges" (*The Chronicle of Higher Education*, 9/6/87.) Phyllis Hart, a college counselor at Banning High School who was on loan from the Los Angeles Unified School District to work with U.C.L.A. programs aimed at improving counseling, stated, "Counselors really play the role of traffic cop in the schools, deciding who will go to college, who takes college-preparatory English, algebra, foreign languages.... When parents aren't involved or aware of procedures because they have no experience with higher education, there has to be someone to intervene, to negotiate the system for students. It has nothing to do with intelligence.... Often, minority students will fall into non-college-bound tracking if they are not vocal, if they do not have well-defined goals, if their parents trust the schools to do the right thing." A recent study by the California Postsecondary Education Commission showed that only 27.5 percent of 1986 high school graduates were eligible for California State University admissions. The study, released in March, 1988, showed that 50 percent of Asian high school seniors were eligible, as opposed to 31.6 percent of whites; 13.3 percent of Hispanics and 10.8 percent of blacks. The situation in California is an example of the complexities involved in raising admissions standards. This was one factor that led to changes in admissions standards. The California State system began requiring students to pass specific high school subjects with a grade C or better to gain admission. In the fall of 1988 applicants will need 10 of those courses. In 1992, 15 will be required. However, the admissions standards for the fall of 1988 were relaxed somewhat "to balance a statewide drop in grades blamed on tougher high-school classes..." (*The Sacramento Bee Final*, March

11, 1988). Ralph Bigelow, the California State system's director of analytic studies, stated in the article, "We have higher standards for course requirements. And requiring more academic courses results in lower grades. We have to adjust our index to that."

A survey conducted by the American Council on Education in the spring of 1986 found that most colleges are dissatisfied with the preparation of entering students. Just 7 percent of the two-year institutions, 18 percent of the baccalaureate colleges, and 42 percent of the universities marked that item on the survey "excellent" or "good." In the College Board's 1986-87 *Annual Survey of Colleges, Summary Statistics*, for the fall of 1985, 94 percent of the institutions ranked school achievement record as very important or important as an admission criterion. When examining school achievement, 59 percent of the institutions required a college preparatory program.
Over the last decade, blacks' standardized scores have improved, but during the same period 39 states passed laws tightening requirements for high school graduation and college admissions.

Lack of adequate preparation for college level study necessitates that students participate in remedial programs. However, in 1985, at a meeting of the National Conference of State Legislators, many legislators "expressed disdain for remedial programs at the college level, calling them wasteful and ineffective" (*The Chronicle of Higher Education* 9/4/85). Indiana state senator Richard Thompson, a Republican, asserted that anyone who needs remedial help should never have graduated from high school. State representative Peg Shreve, a Republican from Wyoming, was also quoted in that issue in the article, "States Questioning Colleges Role in Remedial Programs," as saying "...remedial programs wasted the resources of higher education... underprepared students should attend vocational schools after high school.... There are lots of other things they could do.... They can be secretaries or mechanics." A report by a study panel of the Education Commission of the states that was released in July, 1986 addressed the issue of remediation. The report stated, "There has been a tendency to explain away the remediation issue as a "minority issue," but that clearly is not the case. It is the case, however, that remediation did not become an issue until serious underpreparation was recognized among middle-class white students." The report went on, "At many institutions the need to maintain enrollments, coupled with changes in the student population, has meant more remedial programs. By 1983-84, 94 percent of all public colleges and universities offered remedial courses in mathematics, reading, or writing." In reference to remedial instruction, the previously cited Annual Survey by the College Board reported that between 1980 and 1985 there was a 3.6 percent increase in the number of public four-year institutions offering remedial instruction. Private four-year institutions offering remedial instruction increased by 11.2 percent. Of course, a major reaction to the need for remediation has been to toughen or increase admissions standards.

Another issue complicating the admission and retention process was dealt with in a 1987 study by the Southern Regional Education Board (SREB). The study, by Ansley A. Abraham, Jr., *Readiness For College: Should There Be Statewide Placement Standards?*, pointed out the wide variance in acceptable entry-level placement standards. A prior SREB study had revealed that among the 15 member states the entry-level placement standards for reading, writing, and mathematics varied from as low as the first percentile to as high as the 94th percentile. This latest study showed that there are "substantial differences at the state or system level concerning the criteria employed to place students in either college-level or remedial/developmental work."

An article in the February 17, 1988 issue of *The New York Times*, entitled "Colleges Seek Ways to Keep Blacks in School," addresses what many colleges and universities consider an additional struggle: "As colleges and universities struggle to stem the decline in blacks entering college, a major new concern has emerged: how to keep those who are already there." Dr. Michael Nettles, of the Educational Testing Services in Princeton, New Jersey, has recently examined the issue of retention. After studying 30 colleges and universities he found that after five years 56 percent of the blacks had dropped out as compared to 38 percent of the whites. He said most blacks dropped out for financial reasons. Other reasons given for the higher dropout rate among black students included a lack of academic preparation and campus atmospheres that were perceived as insensitive, indifferent, and, in some cases, overtly hostile to blacks. In early January, 1988 representatives from 38 New England colleges and universities attended a conference at Wellesley College to address the issue of racism. The conference, reported on in the January 25, 1988 edition of *The New York Times*, was sponsored by Wellesley, the Anti-Defamation League of B'nai B'rith, and The Society Organized Against Racism, a consortium of New England institutions formed to help fight racism on campus. Many institutions of higher education throughout the country are experiencing an increase in the number of racial and anti-Semitic incidents.

It is now well evident and well documented that nearly 90 percent of the states in this country have over the last decade passed laws that tightened requirements for high school graduation and college admissions. It is also evident that minority admissions and enrollments

have declined during the same period. It cannot be stated that data concerning minority students have been well documented over the last decade, however. There was a declining interest in collecting and reporting race/ethnicity data. The laws requiring the reporting of such data have not been enforced. A decrease in securing accurate data on minorities is only one aspect of this problem.

Disturbing findings concerning racial tracking are reported in an as-yet-unpublished book, *Race, Class, and Education: The Politics of Second Generation Discrimination* (Meier, Stewart, England). A report on the book appeared in the November 11, 1987 (Vol. 10, Number 10) issue of *Education Week*. The study documented and analyzed data on 173 large urban school districts. The authors contend that there is "a pervasive pattern of disparate treatment for black and white students." One of the study's major findings is "that as the proportion of black teachers in a school district increases, the proportion of black students who are assigned to special-education classes, suspended, or expelled decreases." Kenwell J. Meier, one of the authors of the study, says this occurs because "black teachers are probably less willing to decide that a black student is not teachable in a regular classroom." This study also confirmed previous studies that found on average that blacks are more than twice as likely as whites to be placed in special education classes, particularly those for students labeled educable mentally retarded. Previous studies had also found that blacks are about half as likely as whites to be placed in classes for the gifted. The researchers of this study see the problem of disproportionality in ability grouping as "second generation discrimination," discrimination because, they say, these practices come into common use after other methods of racial segregation became illegal. The report points out that "the public school system has historically been used as a mechanism for upward mobility, and if children are discriminated against because of the color of their skin, it reduces their chances to advance throughout their lives." The level of white poverty in a district was found to be an important factor. Mr. Meier said, "Districts with larger numbers of poor whites discriminate less against black students." "It appears," he said, "that districts are striving to separate white middle-class students from both black students and lower-class whites."

The sixth Annual Status Report on Minorities from the ACE addressed also the decreasing numbers of minority teachers: "Efforts by states to require teachers to pass competency tests are having a deleterious effect on the minority teaching force... in no state with a larger minority population does the percentage of minority teachers come close to the percentage of minority students.... The data, although limited, are clear... use of competency testing is screening minorities out of teaching at an alarmingly high rate at every level."

The major focus of this section has been on the disturbing trends of decreasing enrollment and retention of minorities. Some states and individual institutions, however, are working to reverse these trends. For example, in early November, 1987, Kenneth Shaw, president of the University of Wisconsin system, proposed to waive tuition for minority students who meet certain academic requirements while they are in high school. This initial proposal, however, met with great controversy. Since then, President Shaw has revised and broadened the eligibility range of the proposal and is presenting it again in April, 1988. At Vassar, blacks made up 10 percent of the fall of 1987 freshmen, Asians 7 percent, and Hispanic students 5 percent. Of the class of 1986, 73 percent of the original freshmen went on to graduate in four years. But 80 percent of the minority students in the class received their degrees. In "Colleges Seek Ways to Keep Blacks in School," (*The New York Times*, February 17, 1988), James Montoya, Vassar's admissions director, stated, "We look very closely at the minority students we are admitting, not only at achievement but also at the student's ability to survive.... To a certain extent, those who survive inner-city schools and family situations in low-income schools and one-parent families show us that they have the stick-to-it-tiveness to get through the low points of freshman years." Vassar alumni, faculty members, and students have participated in an intensive seven-year effort to recruit and retain minorities. The article also discussed how Wesleyan in Middletown, Connecticut has made a determined effort to recruit and retain minority students with good results. In the class of 1988, 55 of the original 59 black students are still enrolled. Edgar F. Bekham, Dean of Wesleyan, attributed Wesleyan's success to its commitment to a "strong black presence on campus." Wesleyan has recruited blacks to the faculty and encouraged black student organizations, and the black alumni council is very active.

New York State has many programs designed to assist minorities and the disadvantaged achieve their educational goals. This year marks the twentieth anniversary of the Higher Education Opportunity Program. This program addresses the educational needs of New York residents attending independent colleges who are economically and educationally disadvantaged. As of the 1987-88 academic year, 12,522 out of 44,141 participants had completed their degree programs, and entering cohorts were graduating at a 55% success rate.

In Little River, New Jersey, Red Bank High School, money is used as an incentive to keep students with

discipline or academic problems in school. ("Where Students Make The Grade and $25 a Week", *New York Times*, Saturday, March 12, 1987). The program, which is financed with a $108,000 federal grant, started in February, 1988. It has not been without controversy, however. The teachers' union voted against supporting it. The National Honor Society was against it, and there was political opposition as well. Despite the controversy, the school administrators identified 130 out of 1,100 students to take part. Seventy signed up. Students must attend class for five straight days, be on time, do their homework, and bring their own supplies to school. Each week about 45 percent have qualified for a check. The creators hope that this program will help students, "to put together five good days for $25, (and), ...in time, they will internalize that discipline, free of charge."

The Association of Black Women in Higher Education, Inc. (ABWHE), has recently approved a four-part mentoring program that is intended to serve as a model for local ABWHE chapters. This pilot program is being run in conjunction with the Shomberg Satellite Academy in the Bronx. Many of the students enrolled at Shomberg had poor academic records at other schools. At Shomberg, however, these same students have shown marked academic improvement. ABWHE has agreed to provide the following support services to the young black women enrolled at Shomberg: (1) mentoring; (2) job placement assistance; (3) workshops; and (4) speakers.

Also in New York City, ten public schools are "the center piece of a growing effort by the Board of Education and the 21 branches of the CUNY system to work together to try to solve intractable school issues, including a high drop-out rate and inadequate teacher education." (*New York Times*, "New Role for CUNY: Big Brother to Public Schools," Weiss, Samuels; March 18, 1988). Half of these campus schools are for "high risk" students while other schools offer accelerated programs in the sciences and the humanities. Partnering colleges with middle or high schools has proven to be an effective way for students to achieve a broad range of academic goals.

At the annual conference of the American Association for Higher Education held last month in Washington, DC, education leaders from New Jersey, North Carolina, Texas, and Connecticut discussed the efforts being undertaken in their states to attract minorities to higher education both as students and/or faculty. Philip White, New Jersey's Vice Chancellor for Higher Education, said that all state colleges have been required to develop plans for recruiting minorities. Budgets of schools that do not adhere to their plans are cut. He also said that the legislature provides financial support for the schools to develop their plans.

Connecticut higher education commissioner Norma Classgrow said that institutions in Connecticut are also required to develop specific plans for recruiting and retaining minorities. Institutions meeting their goals receive "reward" money from a fund provided by the legislature.

According to Kenneth Ashworth, Texas's higher education commissioner, Texas has a program that allows legislators to award two scholarships in their district. The state also has begun a program to bring students who are likely to drop out of high school to college campuses for eight weeks during the summer. And Lee Monroe, education advisor to the Governor of North Carolina, said that "schools should be provided with incentives for recruiting minorities" (*Education Daily*, Vol. 21, No. 49; March 14, 1988).

The raising of admission standards has not only caused a complexity of results; it has also already caused a number of countermeasures to assure that equal access prevails. However, as has been shown in this section, these countermeasures are not necessarily mandated at either the federal or state level.

NEXT STEPS

It is generally accepted that American higher education stratum was changed forever by the G.I. Bill after World War II, Brown versus the Board of Education, and the Higher Education Act of 1965. Each of these actions resulted in an education becoming more accessible to the poor, minorities, and other economically and educationally disadvantaged individuals.

An especially more diversified education community emerged after the passage of the Higher Education Act. This, along with the passage of civil and voting rights legislation, the student demonstrations against the Vietnam war, student demand for more say in curriculum development, the re-emergence of the women's movement, and the assassinations of Martin Luther King and Robert Kennedy, gave rise to and at once became part of a mass movement that challenged the tenets that the majority in government, education, and the population adhered to without definitive challenge for decades.

This era of turbulence resulted in education and economic gains for many, long denied opportunity.

Earlier in this paper, the achievements in the late 60's and early 70's for minorities were discussed. The distinct downturn in these advances is spoken of in "alarming" and "critical" terms. Yet there has not been any systemic program at the federal level to address the issues discussed here. If anything, the political climate of the last eight years has seen a reversal of most of the gains in the area of civil rights and educational opportunity. Criticism abounds from all quarters regarding the lack of excellence in education and who is to blame, etc. Minorities are often criticized for not being able to do "college-level work."

It is encouraging to note that some states are paying serious heed to increasing educational opportunity at all levels for minorities.

It is our hope that by conducting a nationwide survey that involves both public and private institutions we will be able to construct a complete picture of how states are addressing the vital issues discussed throughout this report.

The survey has been revised and is being sent to the National Advisory Committee in early April. We expect to send it out to the institutions in early May. Analysis of the information will be conducted over the summer.

A report on the findings of the survey should be completed by the termination of the grant in December 1988.

COLLEGE ADMISSIONS PRACTICES PROJECT

1986 State by State Report

Alabama

The state board has already increased graduation requirements and created an honor diploma.

Alaska

In 1984, Alaska increased high school graduation credit requirements to 21, including four years of English, three of social studies, two each of mathematics and science, and one of physical education.

Arizona

- The Board of Regents in 1983 adopted the following college admissions standards: four years English, three math, two lab and two social sciences. This fall State panels begin to define actual competencies expected.

Graduation requirements: Starting with the graduating class of 1987, all high school seniors will be required to complete 2 years each of mathematics and science and 4 years of English, an increase from 1 year for each subject. Twenty units will be required for graduation, compared to 18 units currently.

College Admissions: Beginning in 1987, the State Board of Regents will require 4 years of English, 3 of mathematics, and 2 each of laboratory science and social science for admission to the three State universities.

Arkansas

- A set of basic skills requirements for college graduation has been proposed by State officials. To be submitted in final form October 1, 1986 for legislative action in January. After four years, a State exam would be used to allow students to proceed past 73rd semester hour.

The State Board of Education adopted new accreditation standards in February, 1984. These standards go into effect in June, 1987. These standards include an increase in the number of credits required for high school graduation.

In February, 1984, the State Board of Higher Education adopted recommendations of a study commission to require the same 13-1/2 specific courses for admission to college by 1990 as are required for high school graduation.

California, New Jersey

California (Statewide)

- Students will need to take 15 units of high school work to complete the Subject Requirement. This is up from 11 to 12 units previously required.
- Also, at least 7 of the 15 units must be earned in courses taken during the last two years of high school. This stipulation did not exist before.
- Three years of mathematics are required, including algebra, geometry, and intermediate algebra. Previously, students were required to take two years of mathematics from which they could choose algebra, geometry, trigonometry, calculus, elementary functions, or mathematical analysis.
- Four units of College Preparatory Electives are required. These are to be chosen from at least two of the following subject areas: history, English, advanced mathematics, laboratory science, and fine arts. (In general, elective courses should involve considerable reading and should aim to develop a student's analytical and reasoning ability and skill with written and oral exposition.)
- Previously, the instructions for elective courses did not specify the pool of subject areas from which these could be chosen. Neither was there a parenthetic statement indicating the skills and

abilities that elective courses were intended to develop.

Scholarship Requirements - Additions made in 1986

The grades earned in the required third year of mathematics (intermediate algebra) will be used only if they improve the applicant's grade-point average. (I think this has, as one of its effects, pressuring(?) students to do better in their first two years of course work in mathematics.)

Two of the four units in elective courses used to satisfy the "F" requirement (advanced course) must be completed with a grade of C or better, and all four units must be accepted by the high school for graduation. The best grades earned in any two of these units taken in grades 10 through 12 will be used in computing the applicant's grade point average for admission. (The effect of this addition is once again to set up specific guidelines for elective courses. These had not been specified previously.)

In 1983, the state legislature passed a major school reform bill which included increased graduation requirements.

Colorado

- New college entrance standards to go into effect 1988, stricter than graduation requirements of most high schools in the State.

University of Colorado

Change adopted by Board of Regents in 1984 will go into effect in 1988.

Nature of Change:

All incoming students must have four years of English, with an emphasis on composition; three years of college preparatory mathematics; three years of natural science; two years of social science; and two years of a foreign language.

Students who have not taken all of the courses can be admitted in "special circumstances," provided they agree to make up the courses.

Colorado State University

Freshmen will be required to have 18 units of high school courses, up from 15 units. There is an increase in the number of mathematics and English courses. Freshmen must also have passed five science courses.

The Task Force on College Expectations recommended 22 credits for college bound students. The Task Force on Mathematics Education recommended 3 years of mathematics or science-related fields. The College Expectations task force also recommended no credit for remedial work at college by four-year institutions. The Task Force on English recommended a system to communicate to high schools the achievement level expected of students at the end of the freshman year of college.

Connecticut

The State Board of Education has approved reforms including increased graduation requirements.

Delaware

The State Board of Education adopted passing scores for new Delaware educators taking the Pre Professional Skills Test, not required for certification. It also changed standards for high school graduation, doubling mathematics and science requirements beginning with the class of 1987.

District of Columbia

Prior to the 1983 publication of the U.S. Department of Education's study of education, *A Nation at Risk*, DC had increased graduation requirements and established a competency-based curriculum.

Florida

- Beginning this year all Florida students in their second year in college must pass a standard test to move on.

Change adopted by executive branch (Gov. and cabinet)

Changes are for 9 state universities:

Nature of changes:

- The number of required high school courses will be raised from 14 to 17 for students entering the universities in 1986 and to 19 in the fall of 1987.

  The standards also establish a sliding scale for admissions based on both high-school grades and standardized test scores.

An educational reform package included the raising of high school graduation and college admissions standards, and college students are required to pass a test at the end of their sophomore year to be admitted to upper-level study.

Effective in 1987, 2 credits of a foreign language will be required for admission to a state university, and there will be new graduation requirements for college-bound students.

Georgia

- Regents reading and essay exam has been required for graduation from college since 1977. Test-takers at BC's in Georgia pass at less than half the Statewide rate. Big "remediation" efforts now underway.

The State Board of Education adopted four improvement efforts and is now implementing them. They include strengthening of graduation requirements (from 20 to 21 units and additional required courses in English, math, science, and social studies) effective 1985 for ninth graders.

The State Board of Education and Board of Regents have adopted a precollege curriculum for freshmen entering in 1988 that includes 4 units of English, 3 each in science, mathematics, and social studies, and 2 in foreign language.

Hawaii

The State Department of Education has re-examined its organization, functions, and activities toward upgrading the delivery of services to students and strengthening the overall school system. Concerns now being addressed include strengthening of graduation requirements.

A Task Force on Content and a Task Force on Standards and Expectations, jointly appointed by the Hawaii State Board of Education and the University of Hawaii Board of Regents are studying the subject of college admissions in Hawaii.

Idaho

- Considering plan like Ohio's, *plus* students would have to score at a certain SAT or ACT percentile or have certain class rank.

April 12, 1984: Idaho Board of Education is considering tightening its admissions requirements.

Current admissions standard: high school diploma.

Change: The board wants to limit admission to students in the upper 3/4 of their class with an SAT or ACT score in the 40th percentile or above, nationally.

Students also will need to complete an already existing college preparatory curriculum.

The State Board of Education increased graduation requirements in January, 1983 to begin with the class of 1988.

The State Board is considering academic standards for admission to public colleges and universities and special tuition for remedial work at the college level.

Illinois

- Change recommended by Illinois Board of Higher Education (Oct. 1984).
- Change applies to state's 12 public universities.
- Recommendation asks universities to require four years of high school English, three years of social studies, three years of mathematics, three years of science, and two years of foreign language, music, or art. Total of 15.
- Reason for change: to keep step with reforms on the elementary and secondary levels.
- Aim of recommendation: to place more emphasis on written and oral communication and literature, history, government, advanced algebra, geometry, trigonometry or fundamentals of computers, and laboratory sciences.
- Change effective beginning with freshmen entering community colleges and public universities in the fall of 1990.

Stricter high school graduation requirements have been implemented.

On November 1, 1983, the Illinois Board of Higher Education passed resolutions that: (1) all public colleges and universities change their admission requirements to specify the subject high school students should take for college preparation; and (2) students be advised that to maximize their options for college admission they should complete 4 years each of English, mathematics, science, and social studies and 2 years of foreign language.

Indiana

Has tightened graduation requirements, including one more year each in mathematics, science, and English.

Kansas

Graduation requirements will be increased from 17 to 20 units for the class of 1988, including four units of English, three of social studies, and two each of mathematics and science.

The State Board of Regents recommended (not mandated) that entering college freshmen have four units of English, three units of mathematics, three units of social studies, three units of natural sciences, and two units of foreign language.

Kentucky

- State Council of Higher Education has imposed higher standards, effective this year, for unconditional admission to state universities: four English, two math, three science courses, etc.
- Changes instituted by the state:
- To be implemented by 1987
- Nature of changes:

  New college preparatory requirements: Students are required to complete four English, two math, three science, one world civilization, and one U.S. history unit. Further courses in math, science, computer literacy, foreign language, art, and music are recommended.

The State Board of Education increased graduation requirements to 20 units for freshmen entering high school in the fall of 1983, including four years of English, three of mathematics, and two of social studies.

The State Higher Education Council increased college admissions requirements in January, 1983 to a minimum of 20 units, with 4 in English, 3 in mathematics, 2 in science, and 2 in social studies.

Louisiana

- Has just adopted "toughest high school graduation standards in the country" (four English, three math, science, and social studies). Louisiana State University has imposed similar entrance requirements.

High school graduates are required to have four units of English, three of mathematics, two of science and social studies, beginning with the class of 1988.

The State Board of Regents in the summer of 1983 issued a bulletin which was sent to parents of 8th graders. The bulletin was designed to inform parents what courses their child should take in high school if the child is planning the pursuit of higher education. Louisiana State University at Baton Rouge is requiring that students seeking admission to the main campus in 1988 must have completed the same curriculum requirements as recommended in *A Nation at Risk*.

Maryland

The Committee on the Future of Maryland Community College, an 18-member panel of political and education leaders appointed by the State Board for Community Colleges, recommended a testing system to ensure that students are prepared for college-level work.

The Maryland Board for Higher Education has recommended that each of the state's 10 four-year public institutions raise entering freshmen's average combined score on the SAT by 5 to 10 percent in the next five years. The changes need not be uniform across the 10 IHE's.

University of Maryland

- has been forced to restrict admission to its electrical engineering program and computer science programs because of an excess of applicants and shortage of faculty.

High school graduation requirements have been revised adding one each of mathematics and fine arts credits. A certificate of merit is given to students who earn a 2.6 grade point average and take advanced courses.

The Board of Trustees of the State Colleges and Universities has ruled that students entering college in 1984 are required to have completed 4 years of English, 3 each of mathematics and social science, and 2 of science. The Board also recommended 2 years of foreign language.

Massachusetts

- New entrance criteria going into effect for all public four-year colleges.

The legislature is considering a reform package that will raise graduation requirements.

The higher education board approved new standards for admission to the state's colleges and universities, including an "eligibility" index based on SAT scores and class rank.

The State Board of Regents in May, 1983 increased admissions requirements to State colleges and universities to 4 units of English, 3 of mathematics, and 2 each of science, social science, and foreign language.

Michigan

In January, 1984 the State Board of Education adopted a report, *Better Education for Michigan Citizens: A Blueprint for Action*. Suggestions for local districts, the governor, and the legislature included establishing high school graduation requirements.

Foreign language study was recommended as a college admission requirement by the Board of Education.

Minnesota

- Minnesota panel lists skills needed for Postsecondary Education.

April 12, 1984: The state legislature has asked the State University System, Community College System, System of Area Vocational and Technical Institutions, and the University of Minnesota to develop proposals for new admissions requirements. However, officials are reluctant to stiffen admissions requirements because it would decrease the number of students who would be eligible for a college education.

- Minnesota has no statewide standard for admission to its colleges and universities.
- Each institution evaluates applicants on their class scores and scores on the SAT or ACT.

Four public postsecondary systems are developing proposed admissions requirements for college prefreshmen.

Mississippi

The State Board of Institutions of Higher Learning established a policy in 1982 that requires all freshmen entering four-year institutions of higher education in 1986 to have completed four years of English, three years each of mathematics and science, two and one-half years of social studies, and, in addition, either one year of a foreign language or a fourth year of mathematics or science.

Missouri

Summer 1986: A special legislative committee has been appointed to study higher education. The appointment was made by the Speaker of the House, Bob J. Griffin. The committee has been asked to study the *admissions standards*, graduation requirements, governance, and financing of all of the state's four-year colleges and universities.

During 1983-84, the State Board of Education increased minimum high school graduation standards.

The four campuses of the University of Missouri have set admissions standards higher than the new requirements for high school graduation. The University will require four units of English; three of mathematics (algebra or higher); two of science; two of social studies, and three additional units chosen among foreign language, English, mathematics, science or social science. (Source: US Department of Education, *A Nation Responds*).

The four campuses of the University of Missouri have raised admissions requirements, effective with the entering class of 1987, to 14 units: 4 of English, 3 of mathematics (algebra or higher), 2 of science (higher than general science and including a laboratory course), 2 of social studies, and 3 additional chosen among foreign language, English, mathematics, science, or social science. Foreign language study is strongly recommended.

Montana

High school graduation requirements have been increased to 18 units effective in 1985 and 20 units effective 1986.

The mathematics departments at six public and one private higher education institutions in Montana instituted for the first time in the fall of 1983 a mathematics placement test for all new students. The Board of Regents is proposing to provide Montana high schools with a list of recommended courses for college entrance.

Nebraska

Starting in 1986, three campuses of the University of Nebraska system will require 2 years each of mathematics (algebra or advanced mathematics), natural science, social science, and 4 years of language arts.

Nevada

Starting with the class of 1986, high school students must have 20 units to graduate, including two in mathematics and an extra unit of English for students who fail proficiency tests.

An admission policy was adopted by the University Board of Regents.

New Hampshire

Beginning with the class of 1988, high school students will have to complete more courses to graduate—four years of English, two each of mathematics and science, 2.5 of social studies, one year of physical education, and other requirements.

Establishing college admissions standards is under consideration by the New England State Universities.

New Jersey

1. F '85 entrants: only students from top 3/5 of graduating class.

F '87 entrants: only students from 1/2 of graduating class.

2. Higher scores on SAT/ACT qualifying exams.
3. The current *college* level placement test (NJCBSPT) be given in the 11th grade of high school and used as an academic indicator for potential success in college.
4. Exceptions, such as opportunity program students and special admit students, remain limited to an inclusive 10% of entering class.
5. Raised and more uniform Baseline Academic Indicators (BAI): a calculation of weighted variables that include verbal and math SAT/ACT scores, high school class rank, and grade point index, used in class profile analyses and in determining academic standards of individual colleges.
6. Has introduced graduation standards for students of limited English proficiency.

New Mexico

High school graduation requirements in math and science have increased from one to two units each, effective 1983-84.

North Carolina

The University of North Carolina at Chapel Hill has raised admissions requirements to include two years of foreign language, one course in a laboratory science, and three years of mathematics. (Source: *A Nation Responds*).

The University of North Carolina at Chapel Hill has strengthened its admissions requirements to include 2 years of foreign language, 1 course in a laboratory science, and 3 years of mathematics.

North Dakota

Has increased its high school graduation requirements in English and mathematics and added one year of U.S. history and one year of world history. The physical education requirement has been reduced and driver's education is no longer required.

Ohio

- Beginning Fall '84 all State schools will have adopted Regents new recommended requirements (four college prep English courses, three math, two sciences, etc.). Currently any Ohio high school graduate is guaranteed admission.

Through a joint commission on articulation, the State Board of Education and the State Board of Regents have endorsed and some State colleges and universities have adopted admission standards that require 4 years of English; 3 each of science, mathematics, and social studies; and 2 of foreign language.

Oklahoma

- Statewide BA degree standards begin this fall, affecting 80,000 students (specify minimum GPA, number of credit hours, major, and various electives).

Beginning in 1986-87, high school graduation requirements will be increased to 20 units including four in English and two each in mathematics and science. State universities are upgrading entrance requirements.

Oklahoma's two and four-year colleges and universities have increased entrance requirements for high school graduates effective 1988.

Oregon

The State Board of Education adopted an "Action Plan for Excellence" in June, 1984 which included increased graduation requirements.

The State Board of Higher Education in May 1983 approved college and university entrance requirements that closely parallel the NCEE recommendations for high school graduation requirements. The reports of the Commission was cited as being timely in the adoption of the new requirements—4 years of English, 3 each of mathematics and social studies; and 2 each of science and other college preparatory courses. Oregon emphasizes but does not require foreign language study for college admission.

Pennsylvania

New curriculum regulations have increased the number of credits required for high school graduation from 13 to 21 and tripled the requirements in math and science beginning with 1989 freshmen.

Many of PA's approximately 200 state and state-related colleges and universities are reviewing their admissions and entrance requirements. A group of deans of state institutions has issued a statement of

"What We Expect" to prospective students, their parents, and school counselors.

Rhode Island

Since April, 1983, the state has upgraded high school graduation requirements.

Rhode Island has increased graduation requirements for college-bound students. In June, 1983 the State Board of Regents approved 18 units for graduation, including 4 in English, 3 in mathematics, 2 each in laboratory science, foreign language, history, and social science, and 1/2 each in computer literacy and the arts. Increases were 2 units in mathematics, 1 in science, 1 in foreign language, and 1 in history and social sciences.

South Carolina

- New admissions standards begin Fall '88.
- Four units of English in courses that teach grammar, composition, and English and American literature; three units of math, two of which must be Algebra I and II, and one unit of advanced math or computer science. In addition students will be encouraged to take an additional math course of their choosing; biology, chemistry, or physics, and a third recommended; two units of foreign language; one each of U.S. history, economics, government, social studies, physical education/ROTC, and world history, geography, or civilization.

The Education Improvement Act, containing about 60 provisions, was passed by the General Assembly in June, 1984. The legislation addresses, among other things, increased graduation requirements.

South Dakota

April 2, 1986: The South Dakota legislature has voted *not* to require entering freshmen at public four-year colleges to have completed two years of a foreign language in high school.

The state's Board of Regents had imposed the requirement, to begin in 1987.

The Legislature failed, however, to override the Governor's veto of a bill that would have eliminated all college-admissions requirements for graduates of South Dakota high schools. Legislators supported eliminating all requirements except high school graduation, because "everyone should have the opportunity to try college."

High school graduation minimum requirements have been increased from 16 to 20 units, including four English, three social studies, two math, and two laboratory science. All courses designed to meet graduation requirements must have a plan of study on file.

The Board of Regents has adopted new requirements for college admissions, 2 units of laboratory science for 1987-89, and 3 units thereafter; 4 of English; 2 of mathematics, with a third year recommended; 3 years of social studies; 2 years of one foreign language; and 1/2 each of the art and computer science.

Tennessee

- Administers a standard test to a sample of graduating four-year college students.

High school graduation requirements increased, including doubling of math and science courses, and a proficiency test is required for graduation.

Texas

A number of public universities, including the University of Texas at Austin, provide that any student graduating in the top quarter of their high school class is admitted irrespective of scores on the SAT or ACT.

"This... favors students from predominantly minority high schools."

A special committee appointed by the Coordinating Board of the Texas College and University System has recommended that all freshmen entering Texas public colleges and universities should be tested in reading, writing, and mathematics to determine their readiness for college-level work. Students who fail a portion of the test should be required to take remedial courses. The panel also urged that students be denied permission to enroll in junior- or senior-level courses unless they pass all the sections of the test.

House Bill 721, a comprehensive reform package, placed the burden of improved student achievement on the State Education Agency. High school graduation requirements mandate 21 credits.

Virginia

- All candidates for teaching must pass the NTE. Fifty-six percent of black education students predicted to fail.

The state board of education has called for stiffer high school graduation standards so college students will have a stronger background.

College Admissions: Since high school graduation requirements have been strengthened, many State colleges and universities are reviewing their admission requirements.

Washington

College Admissions: Legislation directed the boards of the State colleges and universities to develop common, minimum entrance requirements. Institutions may then add requirements.

West Virginia

College Admissions: The State Board of Regents is reviewing its policy on admissions to increase course requirements in specific academic areas.

Wisconsin

The University of Wisconsin is studying ways to trim its enrollment and spending, including raising its admission standards.

Who is studying this? A special regents' committee studying the systems future.

To limit enrollment at Madison, the regents are considering accepting only students who graduated in the top 30 or 40 percent of their high school classes. Most students currently enrolled at Madison graduated in the top half.

Reasons for raising standards:

- trimming of enrollment and spending; enrollment would drop by about 2 percent by 1988-89, even though it is expected to exceed least year's record of 164,000 when the fall semester begins this year (1986).

The legislature passed higher high school graduation requirements in 1985. The UW system is now trying to conform to these standards and also going beyond them.

The raising of the admission standards is couched within the "long-range management plan" being proposed by UW.

College Admissions: The Department of Public Instruction and the University System have suggested, but not mandated, the following curriculum for college-bound students: 4 years of English, 3 each in science, mathematics, and social studies, and 2 in foreign languages. The President of the System has asked the chancellor of each campus to develop entrance requirements for their campus in light of the recommendations. In addition, the Department plans to develop joint recommendations with 2-year vocational-technical schools concerning the preparation of students who wish to enroll in such institutions, as well as recommendations for entry to the world of work. These recommendations will be mailed annually to all schools and parents of 8th graders.

Wyoming

Two-year community colleges and the University of Wyoming oppose the recommendation of a Wyoming Blue Ribbon Standards Committee on Quality Education that higher entrance standards be implemented. Donald Veal, president of the University of Wyoming, believes that implementing the recommendation would "bar the colleges to some high school students and graduates who would not have time to take a college preparatory program."

College Admissions: All entering freshmen must take a test to demonstrate competency in English and mathematics. If they fail, students are not allowed to take credit courses in those subjects and must take remedial courses. In addition, the University of Wyoming has launched a statewide campaign to inform students in grades 7-12 and their parents of courses students should take to improve their chances of success in college. The university has prepared a detailed listing of courses students should take to increase their success in their chosen fields of study.

Appendix F

A WORKING BIBLIOGRAPHY

FOR THE MEETING OF THE NATIONAL ADVISORY COMMITTEE
OF THE COLLEGE ADMISSIONS PRACTICES PROJECT

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Appendix H

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Higher Education Opportunity Programs
Cultural Education Center
Albany, New York 12230

SURVEY
OF
COLLEGE ADMISSION PRACTICES

Institution Name _____

Person Completing This Form:

Name: _____

Title: _____

Phone: _____ _____
(Area Code) (Number)

If you have any questions concerning this survey, please contact:

Kathleen Yanni
Research Associate
Higher Education Opportunity Programs
New York State Education Department

(518) 474-5313

1. Institution Control (1) ☐ Public (2) ☐ Private

2. Is this institution part of a statewide centralized higher education system? (1) ☐ Yes (2) ☐ No

If yes, what system? _____

3. Institution Size (full-time students, all levels)
   (1) ☐ Under 5,000
   (2) ☐ 5,000 - 9,999
   (3) ☐ 10,000-14,999
   (4) ☐ 15,000 and higher

4. Degrees Awarded (check all that apply) .....
   ☐ Associate
   ☐ Bachelors
   ☐ Masters
   ☐ Doctorate

5. Racial/Ethnic Distribution of Students and Instructional Faculty

Racial/Ethnic Group	Students (Full-time, all levels)		Faculty (Full- and Part-time)	
	1980	1986	1980	1986
American Indian/Alaskan Native				
Asian/Pacific Islander				
Black (Not Hispanic)				
Hispanic				
White (Not Hispanic)				

6. Which of the following have responsibility for setting admission policies at this institution? (Check all that apply.)

☐ State Legislature
☐ State Coordinating Board/1202 Commission
☐ Board of Trustees
☐ Chief Executive Officer
☐ Admissions Officer
☐ Department Chairs
☐ Faculty
☐ Students
☐ Other (specify) _____

7. Changes In Admission Standards Since 1980. (Check appropriate box(es) in each row.)

Standard	Not Applicable	Lower than in 1980	About the Same as in 1980	Higher than in 1980	Change Currently Under Consideration
Class Rank	☐	☐	☐	☐	☐
Pattern of High School Course Work	☐	☐	☐	☐	☐
Performance on Standardized Tests (SAT or ACT)	☐	☐	☐	☐	☐
Letters of Recommendation	☐	☐	☐	☐	☐
Extracurricular Activities in High School	☐	☐	☐	☐	☐
Need for Financial Assistance	☐	☐	☐	☐	☐
High School Grade Point Average	☐	☐	☐	☐	☐
Predicted Performance	☐	☐	☐	☐	☐

Please comment on the reasons for changes or proposed changes noted above:

8. Institution policies concerning access/retention for minority, educationally and economically disadvantaged students. (Check all that apply.)

Policy	Applies to: Minorities	Educationally Disadvantaged	Economically Disadvantaged
Exception/variation in admission policies	☐	☐	☐
Set aside of a certain number of spaces for entering class	☐	☐	☐
Remedial Programs	☐	☐	☐
Special recruiting efforts	☐	☐	☐
Special retention programs	☐	☐	☐
Cooperative arrangements with other institutions (high school or community college) to assist in gaining access	☐	☐	☐

9. In the last 5 years, have there been any racially motivated incidents on your campus? ..... (1) ☐ Yes

(2) ☐ No

If yes, please explain: _____

_____

_____

_____

10. Is there legislatively mandated policy in your state which addresses issues concerning the postsecondary education of minority, educationally and economically disadvantaged students? ..... (1) ☐ Yes

(2) ☐ No

If yes, please explain: _____

_____

_____

_____

Thank you for your cooperation. Please return the completed form to:

Kathleen Yanni
Research Associate
Higher Education Opportunity Programs
New York State Education Department
Room 5A55 CEC
Albany, New York 12230

89-7223
89-613

New York State Education Department
Albany, New York 12230

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